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9-YEAR PROGRAM

Guide to Implementation

Punjabi

LANGUAGE and CULTURE

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Guide to Implementation

Punjabi

LANGUAGE and CULTURE

Grades 4–5–6

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Chapter 1
Introduction

Chapter Summary

Purpose of This Guide
Understanding the Learner
Multiple Intelligences and Second Language Learning
Brain Research and Second Language Learning
Bloom's Taxonomy
Benefits of Second Language Learning

Purpose of This Guide

This guide to implementation is intended to support the Grade 4 to Grade 6 portion of the Punjabi Language and Culture Nine-year Program (the program of studies). It was developed primarily for teachers, yet it includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Punjabi program of studies.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each grade level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at http://education.alberta.ca/teachers/com/interlang/punjabi.aspx.

This guide to implementation will assist educators as they:

- develop further understanding of the program of studies
- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members

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- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

Research of second language learning and acquisition has identified several general principles of effective language learning. These principles guided the development of the conceptual model used in the program of studies. A clear understanding of these principles will provide a strong foundation for teachers as they develop and select teaching and learning strategies for classroom implementation.

Engaging Students in Meaningful Tasks

Language learning is more effective when classes are structured around meaningful tasks rather than elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area (e.g., wolves and their habitat) or while carrying out a project (e.g., creating a family album). Specific language skills are taught when students realize they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has purpose, students tend to be more motivated to learn.

Maximizing Student Interaction

Students learn languages more effectively when they have ample opportunities to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning; i.e., make themselves understood and work to understand others. In classrooms structured with a maximum amount of student interaction, students have more practice time, they work on tasks that reflect their interests, and they use the language in situations that more closely resemble those outside of the classroom.

Ensuring Student Awareness and Use of Thinking and Learning Strategies

→ **For more information ...**

Punjabi Language and Culture Nine-year Program, Grades 4–5–6

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the "Strategies" section of the program of studies.

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Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transferring First Language Knowledge

Students come to their language and culture classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned in terms of all components of language; e.g., sound system, grammar structures, vocabulary and discourse features.

Understanding the Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

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Understanding the Learner

The Nature of Grade 4 to Grade 6 Learners

The Punjabi Language and Culture Nine-year Program, Grade 4 to Grade 12, is a student-centred curriculum designed to support the language learning of students in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner's stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with ever-increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

Language and literacy development begins with a child's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Young learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning in the early years is fostered through experience in meaningful contexts. Social interaction is also a vital part of the students' social, emotional, intellectual and linguistic development.

Students need to feel accepted and confident that they will be supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in their willingness to try challenging tasks. In their early years, learners are eager to make sense of the world and are developmentally ready to explore, take risks, construct things and take things apart. They are also acquiring attitudes toward learning that they will carry with them throughout their school years and beyond.

Language and literacy learning at the Grade 4 to Grade 6 level requires a unique classroom culture and climate that is different from those required for younger and older students. These students are distinguished by special intellectual, moral, physical, emotional, psychological and social characteristics that shape the way they learn. The methods, contexts, resources and supports chosen by teachers should be influenced by the needs, characteristics and interests of their individual students, and so the teachers' styles, attitudes and pacing may vary from classroom to classroom.

Students in grades 4 to 6 bring a wide range of abilities and characteristics with them to the classroom. As well, these learners are experiencing a period of change and developmental growth. Self-concept and self-esteem play important roles in their learning. Positive reinforcement, recognition, acceptance by adults and peers, and support of developing personal independence all play significant roles in promoting the students' learning.

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Learners in grades 4 to 6 typically prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations. It is during grades 4 to 6 that learners demonstrate a wide range of development in the transition between concrete and abstract thinking.

The Second Language Learner

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program in Grade 4 with little or no previous exposure to the Punjabi language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some students enter this program with some Punjabi language experience, while others enter with strong proficiency in Punjabi or other related languages. Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in Punjabi language and culture classrooms.

The Punjabi Language and Culture Nine-year Program was developed with the assumption that the majority of students entering the program at the Grade 4 level would have little or no previous exposure to the Punjabi language. Therefore, the majority of students must be considered second language learners. This requires that when planning and delivering instructions, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

Outside Influences

These include social, economic and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can impact the acquisition of a second language.

Classroom Factors

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

Personal Characteristics

Personal characteristics include individual differences that can impact the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, Punjabi or other languages can have significant impacts on a student's future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language and learning preferences are also

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contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

Factors That Influence Multilingual Development

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies 10 key factors that impact individual learners. The following are nine of these factors that are most relevant for language learners in elementary school settings:

Aptitude

Every student is born with an inherent aptitude for different kinds of learning. While teachers cannot influence how much aptitude a student has, they can use the other eight factors to optimize whatever aptitude exists.

Timing

There is a window of opportunity in a person's life when second language learning is facilitated by various factors. Research has shown that the preschool years and the period up to approximately age 12 are particularly important in children's linguistic development. The debate over whether it is better to begin second language learning at an early age or to wait until students are more mature has not been resolved. Some evidence supports starting second language learning early, as there are differences in the brain processes between learning a second language as a young learner and learning the language as an older learner. Students who begin learning at an earlier age also would have greater exposure to the language over time.

Motivation

Students' readiness to learn another language is partially dependent on their motivation and on internal and external factors, such as how a student feels about the language being learned and the attitude of other significant persons; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language serve to increase motivation.

Planning

In her research, Tokuhama-Espinosa found that families that had a well-developed plan to provide good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan is in place to implement a language and culture program.

Consistency

Second language students exposed to language learning opportunities in a consistent and continuous fashion are more successful. In schools, it is important to schedule language and culture programs in a way that provides for well-sequenced and consistent language learning opportunities.

Opportunity

A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. It is important that sufficient time be allocated for language and culture programs during the school day. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community, as well as by participating in relevant extracurricular activities.

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Linguistic Relationship among Languages	The target language and those that the students are already fluent in may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn due to similarities in grammar, vocabulary and sound systems and the ease of transfer of their first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.
Gender	There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.
Hand Use	Most people have their main language area of the brain in the left frontal and parietal lobes, but, inexplicably, 30 percent of those who write with their left hand and 5 percent of those who write with their right hand may actually have language spread out over a greater area. This is not to say that these individuals are better at second language learning than others, but rather that they may favour different teaching methods.

Multiple Intelligences and Second Language Learning

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

Gardner's Types of Intelligence

Linguistic Intelligence: The ability to read, write and communicate with words.

Logical-mathematical Intelligence: The ability to reason and calculate.

Visual-spatial Intelligence: The ability to master position in space. This intelligence is used by architects, painters and pilots.

Kinesthetic Intelligence: The physical intelligence used by dancers and athletes.

Musical Intelligence: The musical ability highly developed by composers and top musicians.

Interpersonal Intelligence: The ability to relate to others, used by salespeople and psychologists.

Intrapersonal Intelligence: The ability to know one's inner feelings, wants and needs.

Natural Intelligence: The ability to learn by exploring nature.

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The Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential**: Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses**: Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun**: The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment**.
- **Learning is enhanced through music and rhythm**: Often one can remember the songs learned in early childhood because words combined with music are easier to learn (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action**: While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others**: Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

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Gardner's Multiple Intelligences

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Linguistic 	verbalizing, hearing and seeing words	How can I use the spoken or written word?	• creative writing • formal speech • humour or telling jokes • impromptu speaking • journal or diary keeping • oral debate • poetry • storytelling
Logical-mathematical 	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	• puzzles • logic games • abstract symbols and formulas • calculation • counting • deciphering codes • finding patterns • graphic organizers • number sequences • outlining • problem solving
Visual-spatial 	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	• drawing • creating videos • active imagination • colour schemes • designs and patterns • drawing guided imagery • mind mapping • painting pictures • sculpture/model
Kinesthetic 	dancing, building models and engaging in hands-on activities	How can I involve the whole body or use hands-on experience?	• physical games • body language • dancing—folk or creative • drama/acting • inventing • martial arts • mime • physical gestures • physical exercises • playing sports and games • role-playing

Gardner's Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), pp. 266–267.

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Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Musical 	singing, chanting and playing background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	• chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones
Interpersonal 	working with another person or a group of people	How can I engage students in peer sharing, cooperative learning or large group simulation?	• peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour
Intrapersonal 	relating to a personal feeling or an inner experience	How can I evoke personal feelings or memories or give students choices?	• self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies
Natural 	observing, classifying and appreciating	How can I relate the students' learning to the physical world?	• discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments

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Brain Research and Second Language Learning

Diane Larsen-Freeman (2000) observes that "the issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach their full potential, while not losing sight that their purpose is to teach language" (p. 172).

The following are implications of brain research for second language learning:

1. **Build in reflection**: It is important to let children take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).
2. **Link learning**: "The more you link, the more you learn" (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
3. **Use the whole world as the classroom**: Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).

Brain-based Learning Theory

Brain-based learning theory asserts that all humans are born with the ability to learn. "Although all learning is brain based in some sense … brain-based learning involves acknowledging the brain's rules for meaningful learning and organizing teaching with those rules in mind" (Caine and Caine 1994, p. 4).

Caine and Caine (1991, 1994, 2005) outline 12 principles to provide a theoretical foundation for brain-based learning:

1. **Learning involves the entire physiology**: Everything that happens to us, whether it is physical, emotional or cognitive, has an effect on learning.
2. **The brain is social**: We always search for ways to belong to a community and seek interaction with others.
3. **The search for meaning is innate**: We strive to make sense of our experiences.
4. **The search for meaning occurs through patterning**: We categorize our experiences so we can establish patterns and bring order to our world.
5. **The brain is a parallel processor**: It can perform several different activities at the same time.
6. **Emotions are critical to patterning**: Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.
7. **The brain processes parts and wholes simultaneously**: The brain is designed to perceive experiences as both separate and interconnected.

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8. **Learning involves both focused attention and peripheral perception**: Even when we are paying attention to one task, we are also absorbing information reaching us from the environment outside our immediate focus.

9. **Learning always involves conscious and unconscious processes**: Unconscious processing is ongoing and contributes significantly to understanding.

10. **There are at least two different types of memory**: Systems for rote learning and spatial memory coexist in the brain. Memory is not only what we "store and retrieve"; it is based on what we encounter in our natural, daily experiences.

11. **Learning is enhanced by challenge and inhibited by threat**: Feelings of self-worth and accomplishment allow us to learn. Feelings of fear brought on by fatigue, helplessness or overstimulation cause our brains to "downshift."

12. **Each brain is unique**: Although our brains share physical characteristics, we each perceive and react to the world differently.

Sample Strategies to Support Brain-based Learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, "equality" in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to actively process what and how they have learned through reflection and metacognition.
- Foster a classroom atmosphere where students take learning risks yet feel safe and relaxed.
- Account for individual learning preferences.

Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of complexity in the thinking processes. Knowledge and Comprehension are the lower or more concrete levels of thinking. Analysis, Synthesis and Evaluation represent higher or more complex levels of thinking. The Application level, which falls between the lower and higher levels, can be less or more complex depending on the task.

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Sample Activities Organized in the Bloom's Taxonomy Model

Level	Sample Activities in the Second Language Classroom
Knowledge/ Comprehension Students recall information and restate the information in their own words.	• Arrange lines of dialogue • Fill out authentic forms in Punjabi • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from Punjabi culture • Define words • Listen to and paraphrase in English a conversation heard in Punjabi • Draw pictures from verbal descriptions of a Punjabi cultural scene or object • Understand text written in Punjabi
Application Students apply the information in one or more contexts.	• Dub cartoons or television shows • Instruct others to prepare a Punjabi cultural dish step-by-step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation in a country where Punjabi is spoken • Interview classmates on their daily activities • Plan a menu for occasions typical of Punjabi culture • Make shopping lists for various cultural or social events • Apply rules of cultural protocol for dining in a country where Punjabi is spoken • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts
Analysis Students understand component parts and recognize patterns so they can compare and contrast or categorize information.	• Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem and other authentic material • Analyze a scene from Punjabi culture • Find evidence to support opinion • Compare own customs with Punjabi customs • Conduct a survey and analyze the results • Analyze typical foods of Punjabi culture for nutritional value • Identify the best route to a historic site important to Punjabi culture • Play the role of a tourist who bargains in Punjabi for merchandise
Synthesis Students make predictions and create new ideas based on their knowledge of component parts.	• Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, story or article • Write headlines in newspaper style on current issues in a country where Punjabi is spoken • Predict future events • Write a diary for an imaginary trip • Extend a story • Hypothesize reactions to different situations based on cultural beliefs • Compose a poem, skit, role-play or advertisement • Create hypothetical real-world situations in Punjabi culture • Create an infomercial
Evaluation Students judge what they have analyzed and support their opinions.	• Evaluate solutions to cultural dilemmas • Express and justify opinions on creative products of Punjabi culture • Give and support opinions about issues • Evaluate television shows, movies or cartoons • Write an editorial, giving and supporting own opinion • Express the pros and cons of policies • Give and support the decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in Punjabi, decisions of what sites to visit • Read an editorial in a newspaper, respond, and send the response • Evaluate Web pages as sources of information in Punjabi

Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.

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Benefits of Second Language Learning

In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages. The last decade has seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

Personal Benefits

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation for the customs and achievements of people beyond their own frames of reference. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one's own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there's something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

Cognitive Benefits

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, "Second Language Learning: Everyone Can Benefit," *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

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Academic Benefits

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written languages faster and possibly learn to read more easily, provided that they are exposed to stories and literacy in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

Societal Benefits

Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta's and Canada's economic competitiveness abroad, maintain Alberta's and Canada's political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.

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Chapter 2
Planning

Chapter Summary

Introduction
Program of Studies
Planning Considerations
Planning Approaches
Year Plans
Unit Plans
Lesson Plans

Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of a program of studies.

Program of Studies

The program of studies prescribes what students are expected to learn and be able to do at each grade level. It is the **primary reference** for teachers as they plan for student learning.

→ **For more information ...**

Appendix A
Specific Outcomes Chart

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year.

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Alignment

Many school districts are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

Implementing the Program of Studies

The *Punjabi Language and Culture Nine-year Program Guide to Implementation, Grades 4–5–6* is designed to assist teachers as they plan for and implement the Punjabi Language and Culture Nine-year Program, Grades 4–5–6 (the program of studies). The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective Punjabi classroom program.

The Grade Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for each specific outcome from Grade 4 to Grade 6. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

Punjabi language and culture programs should strive to provide a rich language learning environment, stressing communicative competence and enriched cultural experiences that maximize student opportunities for learning.

Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs are accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.

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Instructional Time

Language and culture programs of study are developed based on 95 hours of instruction time per grade level, or approximately 150 minutes per week. This is 10 percent of the total instructional time.

When planning for instructional time in the Punjabi language and culture program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that Punjabi language and culture courses be scheduled to ensure maximum exposure to the language throughout the school year. If students lose contact with the language for long periods of time, additional time must be taken to review previously learned material that may have been forgotten. Students benefit from using the language on a daily basis.

Class Groupings

In some situations, students from two grades may have to be combined into one class. As well, many classrooms will contain students at the same grade level with varying proficiency levels. By using a range of instructional and planning strategies, students of different ages and different levels of ability can be accommodated in a single classroom.

Punjabi Program Collaboration

Effective Punjabi language and culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, government, community members, members of Punjabi-speaking communities, post-secondary institutions, cultural institutions, and other stakeholders all play crucial roles in supporting language and culture programs. Teachers should ensure that opportunities for collaboration are maximized.

Materials

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for Punjabi speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.

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Planning for Professional Development

Teaching in the Punjabi language and culture program demands a broad range of knowledge and skills, both in the Punjabi language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the Punjabi language and to continuously improve their teaching skills.

Punjabi language and culture teachers will benefit from professional development opportunities to speak the language, to increase understanding of Punjabi culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Punjabi language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Punjabi print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community

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- using contextualized vocabulary presentations and visuals such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate learning of abstract concepts.

Planning Considerations

Prior Knowledge

The Punjabi Language and Culture Nine-year Program, Grades 4–5–6 assumes that students will have limited or no previous knowledge of the Punjabi language upon entry. In situations where the majority of students do have previous knowledge of the Punjabi language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is related to the Punjabi language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

Student and Parent Awareness

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

Language of Instruction

As the ultimate goal of the Punjabi Language and Culture Nine-year Program, Grade 4 to Grade 12, is to have students use Punjabi for a variety of purposes in a variety of situations, Punjabi should be modelled and used in class as frequently as possible. English will likely be used to some extent in the beginning stages but can gradually be phased out. It may be decided that certain activities are done in English, such as students' reflective writings and learning logs or the delivery of relatively complex instructions or explanations.

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Choice of Topics and Tasks

For more information ...

Appendix C
Sample Text Forms

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of students and by the elements outlined in the four components of the program of studies.

Opportunities for Punjabi Language Use and Real-life Applications

Proficiency-based instruction that focuses on what students can do with what they know is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate.

Students will be more successful Punjabi language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. The curriculum supports and encourages the real-life application of Punjabi language learning through meaningful contact with fluent speakers of the Punjabi language and authentic texts, such as Punjabi language newspapers, magazines, electronic communications and multimedia resources.

It is important to have a rich Punjabi language environment in the classroom, but it is also very beneficial to provide cocurricular and extracurricular activities where students have opportunities to use and develop their Punjabi language skills. Such school-sponsored activities as Punjabi language camps, visits to cultural facilities, pen pals, plays, performances, language clubs, school visits and exchanges, are important. It is also important to encourage students to continue their development of Punjabi language skills by using the language for personal enjoyment, listening to music, attending cultural events and performances, and accessing and using self-study resources.

Knowing the Students

For more information ...

Chapters 3, 4, 5 and 6

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of the students and that complement the lexical fields outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

Diversity of Needs

For more information ...

Chapters 4, 5 and 6

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language and culture program.

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Plan with an Applications Focus

The program of studies specifies four components for the development of communicative competence. The Applications component outcomes provide meaningful contexts for students' language and culture learning. Language Competence, Global Citizenship and Strategies component outcomes can be integrated with Applications outcomes. An initial focus on an Applications outcome(s) can serve to motivate and engage students by providing a goal or a reason for their Punjabi language and culture learning. When planning, keep a strong focus on Applications in mind and think of ways to integrate learning outcomes from Language Competence, Global Citizenship and/or Strategies with outcomes from Applications.

Getting to the Destination

Think of the program of studies as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—to the achievement of the program learning outcomes.



Applications is the **driver**, making sure the car moves toward the planned destination. If the car is to reach its destination, Applications must be in the driver's seat.



Language Competence is the **passenger** who sits beside Applications, ensuring that the driving is done accurately and competently. Language Competence ensures that the **rules of the road** are adhered to and interprets various road signs for Applications.



Global Citizenship considers what the **outside world** is like and how it relates to all passengers. Global Citizenship provides information about the various places the passengers will be driving to and what they can expect when they get there.



Strategies is the **troubleshooter**. Strategies speaks up when questions or problems arise, offering advice about how all passengers can work effectively to make the trip a positive experience. When passengers encounter problems, Strategies shares ideas on how to find solutions. Strategies asks the right questions at the right time, making sure everyone in the car knows what they are doing and why they are doing it.

All four components are essential to get the car to its destination:
Applications to drive the car forward
Language Competence to pay attention to accuracy and details
Global Citizenship to add colour, life, tolerance and possibilities
Strategies to provide important problem-solving skills.

To further the metaphor, if the program of studies is a car on a journey, teachers are the navigators. Teachers plan the route and determine when the car has reached its destination.

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Plan for Strategic Learning

→ For more information ...

Chapter 3

Plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies outcomes for Language Learning, Language Use and General Learning are explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them

Integrate Outcomes

Most learning activities, even simple ones, involve multiple specific and general outcomes. For example, singing a Punjabi song involves outcomes from the Applications, Language Competence, Strategies and Global Citizenship components of the program of studies. The challenge is for teachers to be familiar with the outcomes and to select outcomes for the focus of a lesson (or unit). The teacher plans lessons to ensure that all outcomes receive focused attention periodically throughout the school year.

Outcome Integration: A Sample (Grade 4)

Activity	Divide students into groups and have them choose a country where Punjabi is spoken. Students gather information about the culture of that country and organize it in a KWL chart (see Appendix D: Graphic Organizers). Students then reorganize the information into subtopics and create a poster to illustrate the key information, including several sentences in Punjabi that describe the people of the country.
Applications	A–5.2 *gather and organize information* a. gather simple information b. organize items in different ways
Language Competence	LC–3.2 *written production* a. produce simple written words in guided situations
Global Citizenship	GC–1.4 *diversity within Punjabi culture* a. experience diverse elements of Punjabi culture
Strategies	S–3.1 *cognitive* a. use simple cognitive strategies, with guidance, to enhance general learning

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Identify Instructional Strategies

→ For more information ...

Chapter 3

To achieve the selected outcomes and best meet the needs of students, plan to address specific instructional strategies. Choose a style of planning that suits your needs: thematic, task- or project-based or a combination. Ensure that the activities fit with the selected teaching and learning strategies and the specific outcomes targeted.

Identify Assessment Tools

→ For more information ...

Chapter 7

A variety of assessment tools ranging from informal observation to formal tests are planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessments focus on active involvement of the student in the process, determining if learning outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

Planning Approaches

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the Punjabi language and culture program.

Thematic Approach

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes should be Applications-based; e.g., sharing basic information, getting to know people or making yourself understood. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multiage and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment.

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Task- or Project-based Approach

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for the specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises on form and practise of specific strategies have their place in the classroom, but they are done because students need to know those elements of the Punjabi language to accomplish the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experiences as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another.

Effective tasks or projects:

- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

By examining tasks in relation to the factors shown in the following table, appropriate tasks for each student can be chosen. Sometimes a task may appear too difficult, but it could be done, if it is of great interest to students, by adjusting some of the variables. In the same way, a task can be made more or less difficult to suit different groups of students in a mixed-level class group.

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	less difficult → more difficult
cognitive complexity	describing sequencing choosing
	classifying identifying principles assessing/evaluating
listening	one speaker two speakers three speakers four or more speakers
	familiar topic unfamiliar topic
speaking	taking short turns taking long turns
	familiar, sympathetic conversation partner unfamiliar, uninvolved individual or group
	familiar topic, well organized new topic or experience, not well organized
text type	description instructions storytelling providing and justifying opinions
	few elements, properties, relationships, characters, factors many elements, properties, relationships, characters, factors
	ample contextual support (e.g., titles and subtitles, pictures or diagrams) little contextual support
language	simple complex
	less interpretation required (information is explicit) more interpretation required (information is implicit)
	more redundant (information is repeated in different ways) more dense (information is given only once)
task type	one-way transfer of information two-way exchange of information
	convergent divergent
	concrete, "here and now" abstract, different time or place
support	more less

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Year Plans

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Appendix C
Year Plan

A course or program plan typically encompasses a school year. It can be focused on one subject or integrate multiple subjects. A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as in an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year. Year plans should address all outcomes of a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of the outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings that indicates when they will be taught
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

There are a number of formats for developing a year plan. Generally, it should be one or two pages that clearly and concisely outline topics and skills on a time line. Year plans should also address integrated units of instruction and combined grade teaching.

Unit Plans

→ **For blank templates ...**

Appendix C
Unit Plan Overview,
Unit Plan A,
Unit Plan B,
Unit Plan C

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and allows for choice and different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- "What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?" (p. 128).

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Developing a Unit Plan

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Program of studies outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

The differences between general unit questions and specific unit questions
General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

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Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:
- be written to "uncover" the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the "flow" of the unit.

For example, specific unit questions such as the following could support the general unit question, "How do patterns, inconsistencies and misunderstandings inform our understandings?":
- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?

➔ **For more information ...**

Appendix C
Instructional Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

Tips for Developing a Unit Plan

1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students' communicative competence in Punjabi and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out that task.
7. Plan student assessment and evaluation. Integrate assessment throughout the unit.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

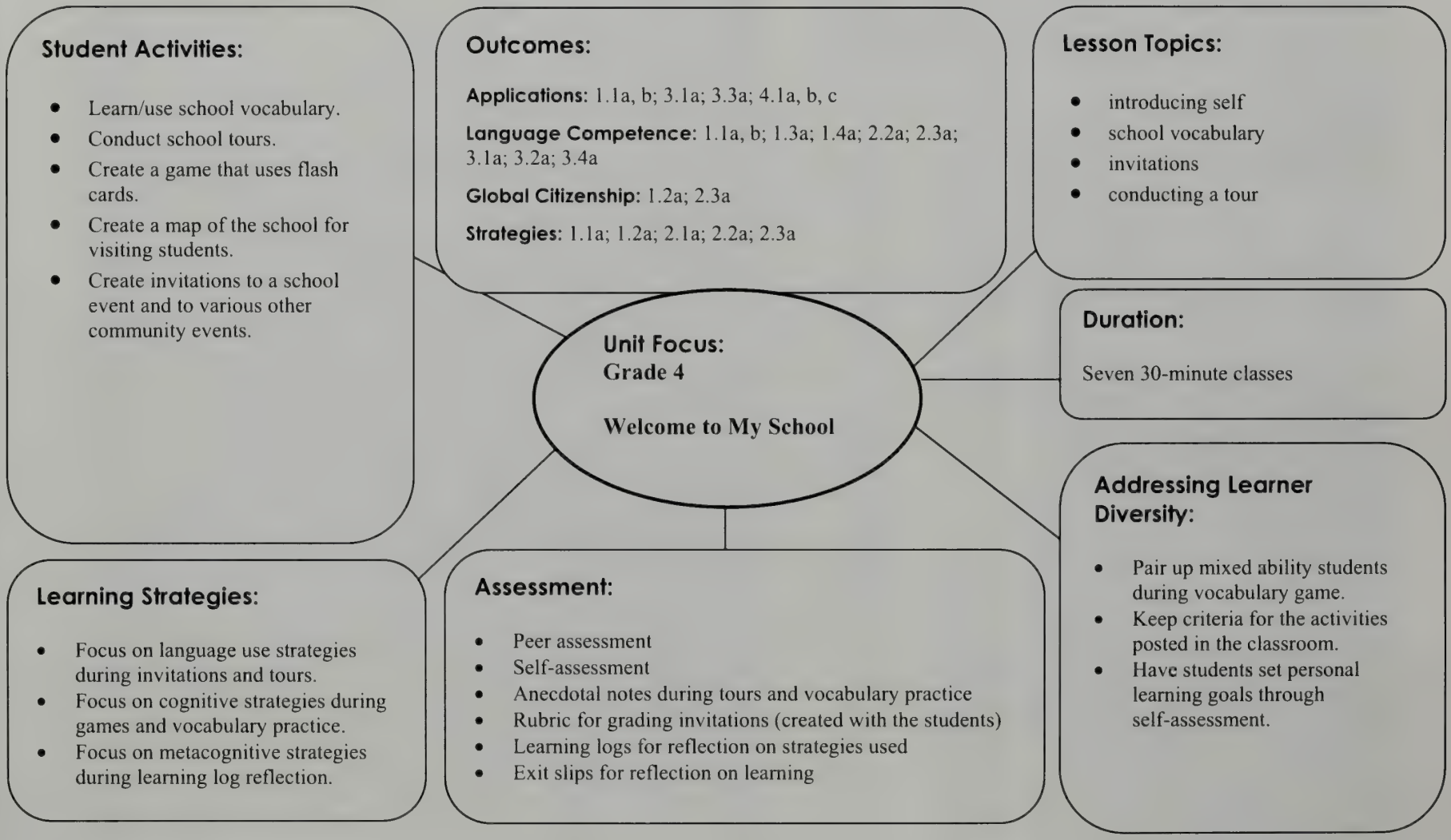
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Have I ...

- ❑ selected the specific outcomes I wish to focus on in this unit?
- ❑ provided a rationale for the unit?
- ❑ planned for appropriate *assessment for learning* and *assessment of learning* techniques?
- ❑ considered individual student needs, interests and abilities?
- ❑ considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects and their continued language development?
- ❑ identified the historical and contemporary elements of culture present in the global citizenship content of the unit?
- ❑ selected interesting, useful and varied resources to support this unit?
- ❑ included a variety of instructional strategies, language experiences and activities?
- ❑ provided opportunities for students to listen, speak, read, write, view and represent in different contexts?
- ❑ allowed for flexibility and adaptation of the plan in response to student needs?
- ❑ provided opportunities for student input and collaborative decision making?
- ❑ considered possible unit extensions and applications?

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Sample Unit Plan



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Lesson Plans

→ **For a blank template ...**

Appendix C
Instructional Planning Guide,
Lesson Plan A,
Lesson Plan B

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Consider the following questions when planning a lesson:

- What is the purpose or curricular outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

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Lesson Planning Checklist

Does my lesson plan ...

- ☐ identify and address specific learning outcomes?
- ☐ ensure student awareness of learning outcomes?
- ☐ involve students in learning activities with meaningful contexts, demonstrating a strong Applications outcomes focus and integration of outcomes from Language Competence, Global Citizenship and Strategies?
- ☐ include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?
- ☐ engage students in using assessment information to improve their learning?
- ☐ maximize student use of Punjabi through meaningful student-to-student communication?
- ☐ include differentiated instructional strategies to meet the needs of all learners?
- ☐ ensure student awareness of, and engagement in, strategic learning; i.e., students identify thinking and learning strategies that work best for them, set goals for strategy use and work to achieve those goals?
- ☐ provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the program of studies.

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Sample Lesson Plan

Lesson Title: Greetings – Welcome to My School

Date and Class: January 10, 2008, Class 4B

Outcomes Addressed:

Applications: 1.1a, 4.1a, 4.1c

Language Competence: 1.1a, 2.3a, 3.4a

Global Citizenship: N/A

Strategies: 2.1a, 2.3a

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

Materials Required:

Video recording and viewing equipment (for students who are gifted)

Teaching and Learning Activities:

With students brainstorm various verbal and nonverbal greeting and farewell expressions; e.g., ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (hello), smiling with hands joined together in front.

Students circulate and greet one another in Punjabi. Encourage students to remember nonverbal communication associated with greetings.

After a few minutes, ask students to offer their names and ask their partner's name; e.g., ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Hello.) ਮੇਰਾ ਨਾਮ ਸ਼ਾਨ ਹੈ। (My name is Shaan.) ਤੁਹਾਡਾ ਨਾਮ ਕੀ ਹੈ? (What is your name?)

Once students have had sufficient time to practise these two activities, consider allowing different student groups to present their conversations to the class. Extend this activity to include farewells.

Differentiation of Instruction:

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows the greetings of various people in different situations.

Opportunity for Assessment:

Use an outcome-based checklist to determine if students have attained outcomes A–1.1a, A–4.1a and A–4.1c during their conversations.

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Chapter 3
Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful.

Students use various strategies to maximize the effectiveness of their learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning.

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Students need to develop proficiency using a strategy before new strategies are introduced. Over time, students will develop a number of strategies to facilitate their learning.

Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need:

- to know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- to know what steps are involved in the strategy's procedure
- to know when the strategy should be used so that they can ensure transfer to other scenarios
- to know how to adjust the strategy to fit their particular purposes so that they become flexible in applying the strategy in a variety of relevant contexts
- to practise the strategy over time to develop proficiency.

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

➔ **For more information ...**

Appendix C
Sample List of Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the Punjabi language and culture classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in completing language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

➔ **For more information ...**

Punjabi Language and Culture Nine-year Program, Grades 4–5–6

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the Punjabi language and culture classroom: language learning strategies, language use strategies and general learning strategies.

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**.

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Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously-learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously-learned language.

Metacognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

Language Use Strategies

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive**, **interpretive** and **productive**.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the Punjabi language.

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Cognitive general learning strategies are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts and brainstorming.

Metacognitive general learning strategies are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies facts in Punjabi) and assessing their own learning.

Social/affective general learning strategies are actions learners take during or related to interactions with others to assist or enhance their own general learning. These strategies include methods students use to regulate their emotions, motivations and attitudes to help them learn concepts.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language and achieve the Punjabi language and culture outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy, "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language and culture classroom.

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Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across grade levels.

Alphabet Activities

Alphabet activities teach students to identify the names and sounds of the letters in the alphabet and should be done as part of other language learning. Alphabet knowledge should not be considered a prerequisite for participating in other activities. It is important to acknowledge the sound each letter and vowel makes, but it is also important to do so within meaningful contexts as early as possible; e.g., sounds as part of words as soon as some words are known.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively • Identify similarities and differences between aspects of Punjabi and your own language(s)
Interpretive	• Listen selectively based on purpose

⊙ Letter Sorts

Collect plastic letters or print letters on squares of paper and have students identify each of the letters in the alphabet by naming them or by pointing to them when prompted.

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:	
Cognitive	• Use mental images to remember new information • Look for patterns and relationships
Interpretive	• Listen selectively based on purpose • Determine the purpose of listening

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⊙ Find the Right Sound

Create or purchase flash cards that include pictures of objects. Write, in Punjabi, the names of the objects below the pictures. Place the cards in front of the students, read the words, and have the students listen for a particular sound (e.g., all the cards with words containing "ਸ"). As you read each word, have students identify the cards that have the right sound in them.

If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own and move on.

⊙ Sort the Sounds

Create or purchase flash cards that include pictures of objects with the names written below in Punjabi. Instruct the students to listen to a word as you read it and decide which "sound category" (e.g., "ਸੀ" or " ਸ") it belongs to. The students should take each card and put it in the correct pile, repeating the word as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter–vowel combination sound on its own, then place the card in the correct pile.

Categorizing

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

Possible Student Learning Strategies:

Cognitive	• Group sets of things together—vocabulary, structures—with similar characteristics • Look for patterns and relationships

Cloze Activities

In cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language (e.g., "I know the word and to fill in the missing sound I need to add the letter 'a.'" "This sentence doesn't make sense unless I put the word 'and' in it."). Avoid having too many blanks initially, and begin by blanking-out the same type of letter or word consistently (e.g., the long vowel sounds, the adjectives).

Possible Student Learning Strategies:

Social/Affective	• Seek the assistance of a friend to interpret a text
Interpretive	• Listen or look for key words • Infer probable meanings of unknown words or expressions from contextual clues

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⊙ Letter-level Cloze

Select high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduce them with key letters or vowel symbols missing. Begin by following a consistent pattern; e.g., remove the first letter/vowel, remove the last letter/vowel. Students should be familiar with the words they are trying to make either because they have been vocalized or because they are within a familiar context; e.g., within a sentence from a story. As students become more adept, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a "do now" activity.

⊙ Word-level Cloze

Select sentences from students' reading or language-experience stories (short pieces of writing dictated by the student) and reproduce them with key words missing. Begin by following a consistent pattern; e.g., remove adjectives. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to provide students with a bank of possible words to choose from.

Tips for Cloze Activities

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns.
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

Graphic Organizer Activities

➔ **For more information and blank templates ...**

Appendix D

Graphic organizers can help students understand a concept and reduce the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn essential vocabulary in a meaningful context.

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Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, read a mystery to the class and help students identify on a large genre map at the front of the class the mystery, the events, the main suspects and the reasons for the suspicion. Discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, to explain their choices and to use organizers effectively; e.g.,

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare and contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story.

Possible Student Learning Strategies:

Cognitive	• Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember • Look for patterns and relationships • Use available technological aids to support language learning
Social/Affective	• Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

⊙ Brainstorming Webs

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Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in Punjabi may not be possible until students develop a level of proficiency that allows them to express their ideas.

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⊙ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals or with Punjabi words, phrases or sentences.

⊙ Decision Making (PMI Chart)

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Appendix D

Students can use Plus, Minus and Interesting information (PMI charts) to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix D.

⊙ Decision Making (What I Have, What I Need)

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Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

⊙ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

⊙ Idea Builders

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Appendix D

Idea Builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics, or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

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⊙ KWL Charts

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Appendix D

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

Tips for Using KWL Charts

1. Students read or listen to a text or watch a visual presentation. List on the board, under "what we Know," information students know or think they know about a selected topic. Next list questions students want to answer about the topic under "what we Want to know."
2. While researching, participating in a field trip or otherwise investigating a topic, students are asked to keep in mind the information listed under "what we Want to know."
3. After the investigation, students identify what they learned, and that information is listed under "what we Learned." Students complete the activity by contrasting the information listed under "what we Learned" with that listed under "what we Want to know."
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

⊙ Mind Maps

➔ **For more information ...**

Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

⊙ Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

Tips for Story Map Activities

1. Review the key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead or a chalkboard in chart form or in the form of a story map.
2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.
3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

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⊙ Triple T-chart

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Appendix D

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

⊙ Venn Diagram

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Appendix D

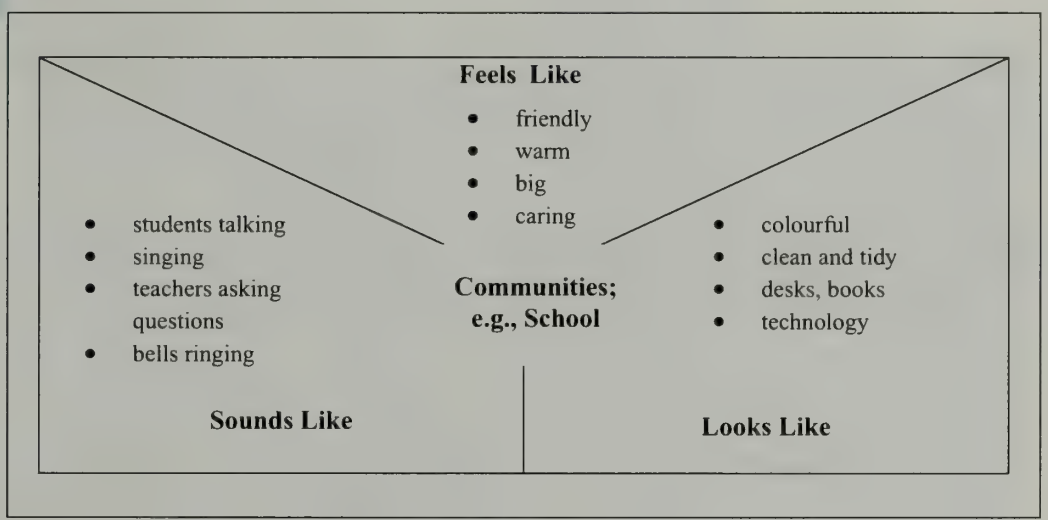
A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix D.

⊙ Y-charts

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Appendix D

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like. For example:



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Cooperative Learning Activities

For more information ...

Chapter 4
Using Collaborative Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

Possible Student Learning Strategies:	
Social/Affective	• Initiate and maintain interaction with others • Work cooperatively with peers in small groups • Work with others to solve problems and get feedback
Interactive	• Interpret and use a variety of nonverbal cues to communicate • Repeat part of what someone has said to confirm mutual understanding

Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have the opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

⊙ Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

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In the "carousel" approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible on their designated subtopic within a set period of time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

⊙ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and have students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

⊙ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any other element of the culture being studied. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

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Example:

Find someone who can:			
name the letters of the Punjabi alphabet	name three body parts in Punjabi	name four family members in Punjabi	sing you a simple song in Punjabi
identify a difference between his or her first language and Punjabi	name two modes of transportation in Punjabi	name three items of clothing in Punjabi	name a strategy for remembering new vocabulary

⊙ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

⊙ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share Punjabi culture–related Internet sites they found useful and interesting.

⊙ Inside–outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used for students to develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

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Example

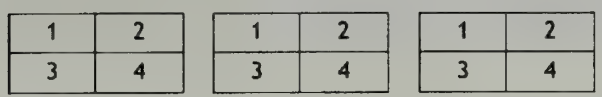
Each student is given a picture card with an illustration of an item from a lexical field such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

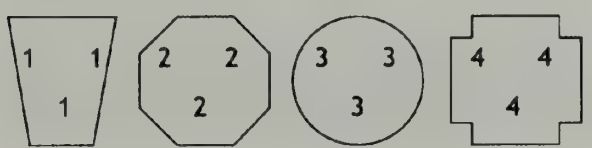
⊙ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for the group.



The experts on the same topic for each home group then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for their groups.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the group members to solve any problems collaboratively.

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⊙ Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment, since the group is challenged to arrive at a consensus. This activity can be less threatening for students who are shy or have weaker oral skills.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call on another of the selected students to give an answer.

⊙ Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

Example

Students are grouped into fours and asked to name the twelve months of the year. The first student could start by saying "ਜਨਵਰੀ" (January). The next student would follow by saying "ਫਰਵਰੀ" (February), and so on until all twelve months have been named. Each student could then be asked to identify his or her favourite month.

⊙ Talking Chips

Talking chips is a cooperative learning strategy that can be used effectively during group discussion. It is appropriate for use with elementary and junior high school students. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group's circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

⊙ Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

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⊙ Three-step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Divide students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

⊙ Three-to-one Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

Demonstration

Discuss and model particular skills or processes that help students acquire procedural knowledge; e.g., taking students step-by-step through the writing process or a particular learning strategy.

Possible Student Learning Strategies:

Interpretive

- Determine the purpose of listening
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

Example

Demonstrate how to play a traditional game, how to introduce a student to the class, and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with *who*, *what*, *where*, *when* or *how*.

Possible Student Learning Strategies:

Interpretive

- Make connections between texts on the one hand and prior knowledge and personal experience on the other
- Summarize information gathered

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Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

⊙ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Lee	1. Eric	1.	1.
2. Sam	2. Haijia	2.	2.
3. Rain	3. Gurpreet	3.	3.

⊙ Pairing Up Partners

Partners can find each other by following a matching process. Use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

⊙ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards.

Gallery Walk

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

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Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussion. They then move on to the next display and repeat the procedure.
3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

Games

→ For more information ...

Danesi, Marcel. *A Guide to Puzzles and Games in Second Language Pedagogy*. Toronto, ON: OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played by second language teachers are Simon Says, Around the World, Hangman, Go Fish and Twenty Questions.

Possible Student Learning Strategies:

Social/Affective

- Understand that making mistakes is a natural part of language learning
- Be willing to take risks and to try unfamiliar tasks and approaches
- Work cooperatively with peers in small groups

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Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

Gouin Series (Echo-acting)

For this strategy, prepare a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. Present the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

Group Roles

→ **For a blackline master ...**

Appendix C
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include the following:

Checker	Ensures that everyone understands the work in progress.
Encourager	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
Materials Manager	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
Observer	Completes a checklist of skills and strategies used for the group.
Questioner	Seeks information and opinions from other members of the group.
Recorder	Keeps a written record of the work completed.
Reporter	Reports on the group's work to the rest of the class.
Timekeeper	Watches the clock and makes sure the group finishes the task within the time allotted.

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When introducing roles to the class, explain and model them. Give students opportunities to practise them. Emphasize that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

⊙ Random Roles

Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

⊙ Group Assessment

➔ For more information ...

Chapter 7

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students' control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

Independent Study

➔ For more information ...

Chapter 5 Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

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Possible Student Learning Strategies:	
Cognitive	• Find information, using reference materials such as dictionaries or textbooks
Metacognitive	• Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly • Keep a learning log • Make choices about how you learn

Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

Possible Student Learning Strategies:	
Social/Affective	• Work with others to solve problems and get feedback on tasks
Interactive	• Indicate lack of understanding verbally or nonverbally

Information Gap Activity Example

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with the objects found in a classroom.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in Punjabi to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.
3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and identification of any challenges a student might encounter.

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Interviews and Surveys

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of the language through application. They can be used to collect information from a defined sample of people to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

Possible Student Learning Strategies:

Interactive

- Interpret and use a variety of nonverbal cues to communicate
- Ask for clarification or repetition if you do not understand

Tips for Interviews and Surveys

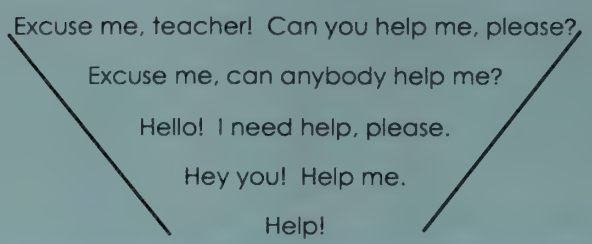
1. **Prepare**: Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan**: Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.
3. **Collect Data**: The interview/survey is conducted in the manner agreed upon; e.g., in person interviews (preferable for beginners), surveys by phone or e-mail, surveys on paper.
4. **Organize and Display Data**: Once data has been collected, it should be compiled and displayed. Results are often displayed by using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.
5. **Summarize, Analyze and Interpret Data**: For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught, usually at a rate of one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., different ways of greeting people or giving praise or encouragement to group members. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

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Example A: Help Expressions



Example B: Classroom Permission

May I go to the washroom, please?

May I get some water, please?

May I go to the library, please?

May I go to the office, please?

May I go to the playground, please?

Possible Student Learning Strategies:

Cognitive	• Group sets of things together; e.g., vocabulary, structures with similar characteristics • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Productive	• Use words visible in the immediate environment

Learning Logs

➔ **For more information ...**

Chapter 7
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in Punjabi and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more Punjabi and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' Punjabi use.

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If students have little experience in reflective writing, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways the journal can be used, so students understand the process and the purpose.

Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs (reflective section)—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Encourage students to retell, relate and reflect by looking back, looking in and looking forward.

Looking back (Retell)
What activities did we do?
What did I learn?
What strategies did I use during the activity?

Looking in (Relate)
What did I like or dislike about the learning experience?
How does what I learned relate to what I already knew?
What questions or concerns do I have about what I learned?

Looking forward (Reflect)
What would I like to learn more about?
What goals could I set for myself?
How might what I learned help me in the future?

Possible Student Learning Strategies:

Metacognitive	• Reflect on learning tasks with the guidance of the teacher • Reflect on the listening, speaking, reading and writing process • Keep a learning log • Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

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Mini-lessons

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes. Incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:

Cognitive	• Listen attentively
Metacognitive	• Listen or read for key words • Be aware of the potential of learning through direct exposure to the language

⊙ Turn and Talk

Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson, using a graphic organizer such as a concept map, a Venn diagram or a flow chart. Specify the organizer that best suits the topic or the content of the lesson, or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class, and collaboratively develop a master organizer summary on the board.

Reading Instructional Strategies

⊙ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of language. Have the audience offer suggestions for revision or considerations for future work.

⊙ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, provide focused instruction of comprehension skills and strategies such as:

- previewing
- self-questioning
- making links to self, text and others

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- visualizing
- using graphophonic, syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

⊙ Read-aloud

During read-alouds, read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

Reading aloud to students helps them develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur frequently to stimulate the students' interest in books and reading.

⊙ Readers' Theatre

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.
2. Read the story or script to young students. Older students can take turns reading aloud.
3. Discuss and reflect on the story, characters and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?
4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead projector so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.
5. Read through the script. Allow students to ask questions, make comments or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression and gestures.
6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.
7. Share the readers' theatre with others.

⊙ Shared Reading

In shared reading, guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

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Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter-sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

⊙ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

⊙ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students use the vocabulary they have recently learned in the context of entertaining, content-rich stories.

Possible Student Learning Strategies:	
Interpretive	• Use gestures, intonation and visual supports to aid comprehension • Listen or look for key words
Productive	• Use nonverbal means to communicate

Tips for TPR Storytelling

1. **Practise and Teach Vocabulary**: Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary**: Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story**: Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story**: Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced)**: Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.
6. **Create Original Stories (Advanced)**: Students prepare and act out original stories, using the selected vocabulary.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

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Research Projects

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects ask students to use inductive reasoning. Students can also reflect on their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

Possible Student Learning Strategies:	
Cognitive	• Use previously acquired knowledge to facilitate a learning task • Use available technological aids to support language learning • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Interpretive	• Prepare questions or a guide to note information found in a text

Role-play

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

Possible Student Learning Strategies:	
Metacognitive	• Rehearse or role-play language
Productive	• Use knowledge of sentence patterns to form new sentences

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Tips for Role-play

1. **Outline the Situation**: Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.
2. **Provide Time**: Give students time to explore/research their characters' backgrounds, beliefs, habits and opinions before they actually perform the role-play.
3. **Teacher Involvement**: Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.
4. **Reflection**: Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

Rules of Sound Activities

Plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. Introduce rules directly (consider dedicating a bulletin board to this) and walk students through reading and spelling examples. Then have students apply what they have learned. These rules can help students with reading and speaking, but it is important to introduce rules slowly and strategically; e.g., introduce each rule only when it is relevant to other learning. Also, consider having students identify similarities and differences in "sound rules" between their first and second languages.

Possible Student Learning Strategies:

Productive	• Mimic what the teacher says
Interpretive	• Use knowledge of the sound–symbol system to aid reading comprehension

Sharing Circle

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as they develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle, such as "sit in a circle," "do not touch anyone," "one person speaks at a time."

Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

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Sketch to Stretch

Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

Tips for Sketch to Stretch

1. Students read, view or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

Slim Jims

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.

Visual Imaging

The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

Word Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. A simple word building activity involves taking the letters from a longer word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

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⊙ Flash Cards

➔ **For more information ...**

Appendix B
Vocabulary and Classroom Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side-by-side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

Possible Student Learning Strategies:

Cognitive	• Use mental images to remember new information • Memorize new words by repeating them silently or aloud • Place new words or expressions in a context to make them easier to remember

⊙ Making Words

Collect plastic letters and vowel symbols or print letters and vowel symbols on squares of paper to spell basic three- or four-letter words, and collect or create accompanying picture cards; e.g., display the letters "ਨ", "ੱ " and "ਕ" for "ਨੱਕ " along with a picture of a nose to associate meaning with sound. In order, point to each letter, make its sound and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have students repeat your actions as they make the letter sounds.

Possible Student Learning Strategies:

Metacognitive	• Make a plan in advance about how to approach a learning task • Evaluate your performance or comprehension at the end of a task
Cognitive	• Look for patterns and relationships

⊙ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students' own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students' reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students' learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

Possible Student Learning Strategies:

Cognitive	• Make personal dictionaries • Place new words or expressions in a context to make them easier to remember
Metacognitive	• Check copied writing for accuracy

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⊙ Word Walls

To create an environment rich in language, create a word wall that reflects new and familiar vocabulary. Post the words in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus; e.g., organize by spelling pattern, lexical field, meaning, usage.

Possible Student Learning Strategies:	
Cognitive	• Group sets of things together (e.g., vocabulary or structures) with similar characteristics
Productive	• Use words that are visible in the immediate environment

Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

Skills and processes involved in information and communication technologies can be related to learning strategies included in the Punjabi Language and Culture Nine-year Program, Grades 4–5–6, in particular the cognitive strategies. For example:

ICT Skills and Processes	Cognitive Learning Strategy Examples
• gathering and identifying information	• find information, using reference materials
• classifying and organizing	• group sets of things, e.g., vocabulary or structures, with similar characteristics
• summarizing and synthesizing	• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember

Using technological aids to support language learning is also a cognitive language learning strategy suggested in the program of studies.

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ICT Curriculum in Punjabi Language and Culture Classrooms

Punjabi language and culture students meet communication outcomes from the ICT curriculum as they access information in Punjabi through the Internet and as they exchange information and seek support and validation of their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, Punjabi language and culture students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Punjabi, they also provide opportunities to expand communication horizons that bring cultures and worlds together.

Teacher- and Student-oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration.

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

Student-oriented Integration

ICT can contribute to students' active participation in learning tasks. Online journals, blogs, personal Web sites and shared content through digital devices are examples of how students can use technology for learning. Punjabi-based keyboard devices are also available on the Internet and can be installed to access characters and fonts specific to the language.

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Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the classroom.

Technology	Specific Outcomes (Grade 4)	Suggestions for Using Technology in the Classroom
word processing	LC–1.3a. use a range of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies, with guidance	• Students write and design brochures that describe their school, using graphics to enhance the design and provide meaning.
spreadsheets	A–2.1a. express simple preferences	• Students ask one another about their food preferences and create a spreadsheet to display the information.
draw/paint/ graphic applications	A–6.2a. use the language creatively S–2.3a. use simple productive strategies, with guidance	• Students create collages and other artwork, using electronic graphics and text.
Internet	GC–2.3a. explore similarities between their own culture and other cultures S–1.1a. use simple cognitive strategies, with guidance, to enhance language learning	• Students search the Internet for information on the Punjabi culture and share the information in group presentations.
e-mail	A–4.1a. exchange greetings and farewells, b. address a new acquaintance and introduce themselves, c. exchange some basic personal information	• Students exchange e-mails with students from another Punjabi language and culture class in Canada.
multimedia applications	LC–1.3a. use a range of words and phrases in familiar contexts, within a variety of lexical fields	• Students use a CD–ROM Punjabi/English dictionary to look up words.
Clip art/ media clips	LC–5.2a. experience a variety of oral text forms	• Students examine a variety of media clips from communities where Punjabi is spoken.
audio equipment	LC–4.3a. experience a variety of voices LC–5.2a. experience a variety of oral text forms	• Students listen to a variety of audio clips of Punjabi-speaking voices from music, movies and television.
video equipment	LC–4.5a. understand the meaning of, and imitate, some common nonverbal behaviours used in Punjabi culture S–2.3a. use simple productive strategies, with guidance	• Students view videos in which Punjabi speakers use nonverbal behaviours; then students video-record themselves miming the behaviours.

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Technology	Specific Outcomes (Grade 4)	Suggestions for Using Technology in the Classroom
digital cameras	LC–1.3a. use a range of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies, with guidance	• Students create booklets that include digital photographs of classmates and of various objects found in the classroom; e.g., desks, displays, books.

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

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Sample Lesson Plan with ICT Integration

Lesson Title: Our Class Booklets

Date: October 9 **Class:** 4-G

Outcomes

✦ **Applications**
A–1.1a. share basic information

✦ **Language Competence**
LC–3.2a. produce simple written words in guided situations

✦ **Global Citizenship**

✦ **Strategies**
S–2.3a. use simple productive strategies, with guidance

Possible Student Learning Strategies:
Use words that are visible in the immediate environment

Lesson Description

Using a digital camera, take a photo of each student in the class. Have students complete a template containing personal information.
Example:
ਨਾਮ (Name):
ਜਨਮ ਦਨ: (Birthday):
ਪਾਸ਼ਾਈਆ: (Languages I can speak):
ਮੇਰੇ ਦੋਸਤ (My friends are):
ਮੇਰਾ ਪ ਰਵਾਰ (The people in my family are):

Students import their photo to a Word document and type the information in the template. Print the documents and display or bind them in a book format for students to read.

Differentiation of Instruction

☐ yes ☑ not necessary

If yes, description:

Assessment

With students, create a checklist that they can use to assess their entries.

Have students respond to the activity in their learning logs.

Materials

digital camera
computers
printer
paper

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Web Links

LearnAlberta.ca

Many of the resources at LearnAlberta.ca are available to guest users, but visitors will need a user ID and password to access all of the resources on the Web site. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Alternatively, teachers can contact LearnAlberta.ca via e-mail at LearnAlberta.Contact@edc.gov.ab.ca.

The following Internet site listing is provided as an added source of information to users on an "as is" basis without warranty of any kind. Alberta Education is not responsible for maintaining these links or the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites' content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- http://www.hotpot.uvic.ca
- http://www.paperella.net
- http://www.skype.com
- http://www.quizstar.com
- http://www.abcteach.com
- http://www.puzzlemaker.com
- http://teach-nology.com
- http://rubistar.4teachers.org
- http://www.teachervision.com
- http://www.teachnet.com
- http://www.brainpop.com/
- http://www.vcalberta.ca

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Chapter 4
Students with Special Education Needs

Chapter Summary

Characteristics of Students with Special Education Needs
Differentiated Instruction
Using Collaborative Learning
Strategies for Students with Attention Difficulties
Strategies for Students with Memory Difficulties
Strategies for Students with Listening Difficulties
Strategies for Students with Reading Difficulties
Cognitive Strategy Instruction
The Importance of Motivation

Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the grade-level programs of study with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the grade-level program of studies.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.

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Individualized Program Plans (IPPs)

→ For more information ...

Alberta Education. *Individualized Program Planning (IPP): ECS to Grade 12.* Edmonton, AB: Alberta Education, 2006.

Alberta Learning. *Teaching Students with Autism Spectrum Disorders.* Edmonton, AB: Alberta Learning, 2003.

Alberta Learning. *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.* Edmonton, AB: Alberta Learning, 2004.

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan, usually coordinated by the student's classroom teacher, will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The language and culture teacher is a member of the student's learning team and should participate in the IPP process by providing feedback on the student's individual needs, strengths and progress and by discussing how target goals can be addressed in the second language classroom.

A student's IPP can provide helpful information for planning and adapting instruction in the language and culture classroom. Any significant modifications of curriculum will be documented in the IPP. For example, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in a second language, may be modified.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least lessen, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

The following accommodations are frequently used to support students with special education needs in grades 4 to 6.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

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Differentiated Instruction

For more information ...

Appendix C
Examples of General Accommodations,
Examples of Instructional Accommodations

Individual students with special education needs may require specific accommodations in the language and culture classroom, but teachers can support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term "differentiation" embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students' current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

Differentiating Content

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

Differentiation of content recognizes that, while all students are focusing on a general outcome, specific outcomes may differ for some students. For example, while all students are "using Punjabi in a variety of situations and for a variety of purposes," there will be students whose specific outcome may be to "identify people, places, things" and those who will be able to "describe people, places and things competently." Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction and additional or remedial instruction.

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1. Parallel Instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using Punjabi to get things done (Applications); however, while most students are managing turn-taking behaviour (Grade 4), some students could work on asking for help or for clarification of what is being said or done in a group (Grade 5), while other students could be encouraging other group members to participate (Grade 6).

2. Overlapping Instruction

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject area program of studies and are based on goals identified in that student's IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use Punjabi vocabulary to do the same task.

3. Additional Instruction

Additional instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional instruction regarding phonemic awareness, decoding or effective use of learning strategies.

Differentiating Process

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

Differentiating Products

→ **For more information ...**

Appendix C
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations from their grade-level peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

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➔ For more information ...

Appendix C
Instructional
Planning Guide

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the language and culture classroom.

1. Identify underlying concepts.

Teachers identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction.

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student's current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

3. Choose strategies for student practice.

Use a variety of practice activities and, whenever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

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The following chart shows examples of different modes of student practice.

Verbalize	Write	Create	Perform	Solve
• oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews	• research papers • poems • essays • stories • diaries • plays • cookbooks	• diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions	• simulation • role play • drama • pantomime • puppet show • radio commercials	• puzzles • problems • riddles • games • brainteasers • charades

4. Choose strategies for assessment and evaluation.

➔ For more information ...

Chapter 7

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for evaluation should take into account the students' needs and abilities.

Using Collaborative Learning

➔ For more information ...

Chapter 3
Cooperative Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish together what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reach a conclusion or arrive at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

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Social Skills	Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).
Accountability	Create situations in which each group member is accountable for his or her learning and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).
Variety	Use a variety of different groupings and activities. See Chapter 3 "Cooperative Learning Activities" for some sample collaborative groupings and activities.

Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

1. Create structure to focus attention.

- Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in work spaces.
- Keep instructional group size as small as possible.
- Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

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2. Give cues when students are to shift their attention.

- Keep tasks short and specific, and give only one instruction at a time. For example, say: "Read the first paragraph." After it has been read, instruct: "Now answer question one."
- Provide a list of tasks to be completed and have students check off each task as it is completed.
- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

3. Allow time for movement.

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.
- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.
- Arrange non-distracting ways for students to move while involved in desk work. For example, replace a student's chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills and review these guidelines frequently; e.g.: "Show me 'listening.' Eyes on speaker. Pencils down. Hands on desk."
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing as successful listeners.
- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.
- Place a time limit on homework. If elementary students are typically spending more than one hour a night on homework, this may be counterproductive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

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5. Use low-key cues to correct inappropriate behaviour.

- Post reminders on students' desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
  - asking politely for help
  - focusing on work
  - taking turns.
- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
- Use coloured file cards with key messages, such as "talk in a low voice" or "keep working." If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. Encourage students to attend to instructions.

- Enforce a "no pencils in sight" rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say: "Do the first five and then raise your hand and we'll check them together to make sure you are on the right track."
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information in long-term memory. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:

- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings

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- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

1. Use instructional techniques that support and enhance memory skills.

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.
- Write down the main points on an overhead or on the board when giving verbal instructions.
- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

2. Integrate memory aids into each learning activity.

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.
- Teach students to make lists of reminders regularly and note dates and assignments on a calendar.
- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

3. Provide multisensory cues to make information and skills easier to remember.

- Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.
- Use visual cues, such as colour coding, photo and drawing sequences, charts and videos.
- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact

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learning can help students memorize faster and act as a cue for retrieving specific information.

- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

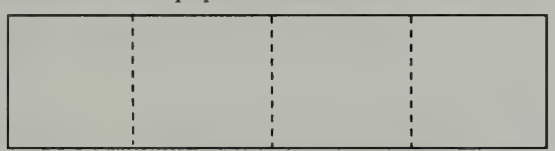
4. Set up classroom organizational systems and routines for easier access of information and materials.

- Label class supplies and class work. Encourage students to use folders and binders with different colours or labels and with pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in day-timers or assignment books.
- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or notebooks.
- Tape simple cue cards of daily class routines on the students' desks.

5. Teach students strategies for memorizing specific pieces of information.

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a paper to make four columns.



2. They copy target vocabulary words in English in the first column.
3. They write the Punjabi words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible, and practise translating the other way. Looking at each of the Punjabi words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Students repeat this process to translate the words back into Punjabi in the fourth column. A complete practice page might look like this:

mother	ਮਾਂ✓	mother✓	ਮਾਂ✓
father	ਪਤਾ✓	father✓	ਪਤਾ✓
brother	ਭੈਣ✗	brother✓	ਭਰਾ✓
	ਭਰਾ ✓		

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Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

Given the importance of listening in language and culture learning, all students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

1. Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:

- ਫੇਰ ਦੱਸਣਾ? (Could you repeat that?)
- ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਆਈ। (I don't understand.)
- ਤੁਸੀਂ ਕੀ ਕ ਹ? (Pardon me?)
- ਏਸ ਦਾ ਕੀ ਮਤਲਬ? (What does _____ mean?)
- ਫੇਰ ਦੱਸਣਾ? (Could you say that again?)
- ਕੀ ਮਤਲਬ? (What do you mean?)

2. Present information in a "listener-friendly" way; for example:

➔ **For more information ...**

Appendix C
How "Listener-friendly" Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts and vocabulary on the board
- use visual aids and objects to support the concepts and information that is presented
- provide examples and non-examples of concepts

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- frequently check for understanding
- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class.

3. Model and practise active listening strategies in class.

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:

1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying.

Strategies for Students with Reading Difficulties

→ For more information ...

Alberta Learning. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities.* Edmonton, AB: Alberta Learning, 2002.

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely more extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

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Teachers might consider using the following sample strategies to support students who have reading difficulties.

1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have them read and complete assignments together.
- Provide students with picture dictionaries to help them find and remember vocabulary.
- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.

2. Teach students specific reading strategies.

- Have students use text-content strategies such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.
- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.
- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking "Does this make sense to me?"
- Have students use strategies for dealing with unfamiliar vocabulary, such as the "Read Around" strategy:

  1. Skip the word and read to the end of the sentence.
  2. Go back and read the whole sentence again.
  3. Look at the beginning of the word for letter-sound clues.
  4. Think: "What word would fit here?"
  5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
  6. Look at the picture for a clue, if there is one.
  7. Ask someone.

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Cognitive Strategy Instruction

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Strategy instruction is initially teacher-driven, with the teacher providing structured opportunities to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves, rather than on the teacher.

Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.
- Provide strategy instruction consistent with the student's current knowledge and skill level.
- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously produce the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.
- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their ability to transfer the strategy to different but related tasks (Gagne and Driscoll 1988).

The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

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Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences in language and culture contexts create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production, and generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language and culture classroom.

1. Include a sociocultural component in classroom instruction.

- Show authentic films or video clips, and play culturally relevant music.
- Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

2. Develop students' cross-cultural awareness.

- Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
- Use culturally rich teaching ideas and activities.
- Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

3. Develop students' self-confidence and decrease anxiety.

- Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
- Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
- Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
- Provide examples and descriptors of accomplishment. Point out the students' successes.

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4. Help students increase their success.

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.
- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.
- Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new Punjabi words every week.
- Teach students learning and communication strategies, as well as strategies for problem solving.

5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.
- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual or exotic texts, recordings and visual aids.

6. Increase the students' sense of satisfaction.

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves, and promote peer teaching.
- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interests and experiences with second language learning.
- Connect the task with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences in the language and culture classroom.

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Chapter 5
Students Who Are Gifted

Chapter Summary

Characteristics of Students Who Are Gifted
Implications for Learning and Teaching
Advanced Thinking Processes
Mentorships
Providing Additional Opportunities

Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels.

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Common Intellectual Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Advanced Intellectual Achievement	• Takes great pleasure in intellectual activity. • Has high aspirations. • Easily grasps new ideas and concepts and understands them more deeply than same-aged peers. • Easily memorizes facts, lists, dates and names. • Enjoys playing challenging games and making elaborate plans. • Appears bored or impatient with activities or people.
Motivation and Interest	• Requires little external motivation to follow through on work that initially excites. • Demonstrates persistence in pursuing or completing self-selected tasks in and out of school. • Develops interests independently. • Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another. • Asks a lot of questions—one after another. • Asks tough questions about abstract ideas like love, relationships and the universe. • Has a great deal of energy and may need constant stimulation.
Verbal Proficiency	• Talks early and pronounces words correctly from the start. • Develops a large and advanced vocabulary, and uses complex sentence structures. • Makes up elaborate stories. • Enjoys memorizing and reciting poems and rhymes. • Teaches himself or herself to read. • Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.
Problem-solving Ability	• Thinks logically, given appropriate data. • Uses effective, often inventive strategies for recognizing and solving problems. • Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working. • Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., designs and builds a robotic arm to function as a human arm. • Extends prior knowledge to solve problems in new situations or applications. • Creates new designs and inventions. • Shows rapid insight into cause-and-effect relationships.

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Trait or Aptitude	Behavioural Examples
Logical Thinking	• Enjoys counting, weighing, measuring and categorizing objects. • Loves maps, globes, charts, calendars and clocks. • Prefers his or her environment to be organized and orderly. • Gives (or demands) logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical.
Creativity	• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated play and games, or adds new details and twists to stories, songs, movies and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what's real from what's not. • Goes off in own direction rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours.

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Common Affective Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Heightened Sensitivity	• Experiences emotions strongly and may be emotionally reactive. • Reacts strongly and personally to injustice, criticism, rejection or pain. • Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts and experiences, and can be upset by other people's strong emotions. • Is easily excited or moved to tears. • Appreciates aesthetics and is able to interpret complex works of art. • Shares feelings and ideas through one or more of the arts. • Is extremely observant and able to read nonverbal cues. • Exhibits heightened sensory awareness (e.g., is over-selective about food and clothing choices). • May become fearful, anxious, sad and even depressed. • Responds emotionally to photographs, art and music.
Heightened Intensity	• Is energetic and enthusiastic. • Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result. • Has strong attachments and commitments. • Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal. • Collects things. • Is extremely persistent and focused when motivated, but has a limited attention span for things that aren't of interest. • Appears restless in mind and body. • Gets easily frustrated and may act out.
Perfectionism	• Sets high, often unrealistic, expectations of self and others. • Is persistent, perseverant and enthusiastically devoted to work. • Gives up if own standards are not met or if a mistake is made. • Is self-evaluative and self-judging. • Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance. • Becomes extremely defensive of criticism.
Introversion	• Has deep feelings and a complex inner life. • Is reflective and introspective. • Focuses on inner growth through searching, questioning and exercising self-corrective judgement. • Is knowledgeable about own emotions. • Withdraws into self rather than acting aggressively toward others.

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Trait or Aptitude	Behavioural Examples
Moral Sensitivity and Integrity	• Is concerned about ethical issues at an early age. • Has strong moral convictions. • Is capable of advanced moral reasoning and judgement. • Places a strong value on consistency between values and actions in self and others. • Is extremely aware of the world. • Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large). • Assumes responsibility for others and self.
Sense of Humour	• Makes up riddles and jokes with double meanings. • Makes up puns and enjoys all kinds of wordplay. • Plays the class clown. • Can be disruptive or get frustrated when others don't "get it." • Does not understand or seem to appreciate the humour of other students.

Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:

- may be more complex and intense than same-age peers
- may feel incompatible with other students their age and with learning and recreational activities designed for their age group
- appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

Implications for Learning and Teaching

→ For more information ...

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, p. 128.

For some children who are gifted, a combination of the characteristics mentioned above may lead to difficulties with peer relations, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

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Characteristic	Learning Need
• unusual retentiveness	• exposure to quantities of information
• advanced comprehension	• access to challenging learning activities
• varied interests	• exposure to a wide range of topics
• high level of verbal skills	• opportunities for in-depth reflection and discussion
• accelerated pace of thinking	• individually paced learning
• flexibility of thought processes	• challenging and diverse problem-solving tasks
• goal-directed behaviours	• longer time-spans for tasks
• independence in learning	• more independent learning tasks
• analytical thinking	• opportunities for higher-level thinking
• self-motivation	• active involvement in learning
• emotional sensitivity	• opportunities to explore and reflect on affective learning
• interest in adult issues	• exposure to real-world issues
• holistic thinking	• integrated approach to learning
• avid reader	• access to diverse materials

Individualized Program Plans (IPPs)

All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student's IPP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted). The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student's long-term goals and success across subject areas.

Flexible Pacing

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities in the language and culture class.

Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.

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How to successfully implement flexible pacing:

1. Identify learning objectives for the whole class according to the program of studies.
2. Pretest the entire class to identify students who would benefit from an opportunity to work at a faster, more independent pace.
3. Plan appropriate alternative activities.
4. Eliminate unnecessary practice and review activities for those students who have mastered the material.
5. Keep accurate records of activities and assessments to ensure individual students have the opportunity to explore all learning outcomes.

Another form of flexible pacing is content acceleration. In this approach, students who have mastered the learning outcomes for their grade level may be moved to a higher grade to take instruction at a more challenging level. For example, a student who has mastered the concepts and skills in the Grade 4 program of studies could move to the Grade 5 or Grade 6 class for Punjabi.

Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of language and culture instruction.

Grade/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
Grade 4 • developing beginning reading skills in Punjabi	• Class reads grade-level story and discusses.	• Students read a story written above grade level and develop graphic organizer to illustrate understanding.
Grade 5 • exchanging basic personal information; e.g., name, age	• Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.	• Students interview community members who speak Punjabi, write about what they learned from the interview, and then introduce the community members to the class.
Grade 6 • explore the use of language for imagination, humour and fun	• Students play a variety of traditional sports or games in Punjabi.	• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in Punjabi.

How to successfully implement flexible pacing: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 32) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

Alternative Learning Activities/Units

Alternative activities challenge students who have already mastered the learning outcomes in the grade-level program of studies. These activities can take many forms and should challenge the students' thinking abilities and push them to engage more deeply in the content area.

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Appendix C Alternative Learning Activities Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. Some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instruction time. See the following sample menu.

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Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE In Punjabi, demonstrate the preparation of a nutritious snack for the class and share the results!	**PLAN** Plan a menu for a class party. Write a grocery list in Punjabi for your party supplies.	**INTERVIEW** In Punjabi, interview other students about their snacking habits. How do they try to make healthy choices?
RESEARCH Research traditional foods enjoyed during major holidays in a country where Punjabi is spoken.	**YOUR IDEA**	**SURVEY** In Punjabi, develop a pictorial survey about students' favourite lunch foods. Ask your classmates to complete the survey.
DISPLAY Design a display board that illustrates favourite foods of the class and that includes the Punjabi words and phrases for each food.	**CREATE** Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in Punjabi. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in Punjabi.	**EVALUATE** In Punjabi, create a simple rubric to evaluate your performance in one of the other activities on this menu.

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Independent Study

Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience from beyond the classroom
- keeping a portfolio of results.

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a focus, develop a plan of action, follow it through and monitor their process. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

Possibilities for independent study include:

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

➔ **For more information ...**

Appendix C
Sample Independent Study Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

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Advanced Thinking Processes

→ For more information ...

Chapter 1 Sample Activities Organized in the Bloom's Taxonomy Model

Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels people learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

lower to higher

1.

Category	Definition	Activities	Sample Products
Knowledge	Ability to remember previously learned facts and ideas.	tell • recite • list • memorize • remember • define • locate	workbook pages • quiz or test • skill work • vocabulary • facts in isolation

Illustrative Examples

- Recite the names of family members (e.g., mother, grandfather, sister) in Punjabi.
- Draw a family tree and label the relationships between family members in Punjabi.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.

2.

Category	Definition	Activities	Sample Products
Comprehension	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation

Illustrative Examples

- Explain how to play a game in Punjabi.
- Demonstrate how something works in Punjabi.

3.

Category	Definition	Activities	Sample Products
Application	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft

Illustrative Examples

- Interview a school volunteer who speaks Punjabi.
- Listen to a partner describe an object in Punjabi and draw the object.
- Write journal entries from the point of view of a Punjabi-speaking person arriving in your city or town.

Taxonomy of Thinking: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

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4.

Category	Definition	Activities	Sample Products
Analysis	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	investigate • classify • categorize • compare • contrast • solve	survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples

- Develop a simple story in Punjabi. Black out key phrases and trade with partners to fill in the missing sections.
- Choose an important vocabulary word in Punjabi and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing English and Punjabi.

5.

Category	Definition	Activities	Sample Products
Evaluation	Establish criteria and make judgements and decisions.	judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique	decision • rating • editorial • debate • critique • defence • verdict • judgement

lower to higher

Illustrative Examples

- Listen to two short stories in Punjabi and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an ad and then rate the effectiveness of three ads from a Punjabi language magazine.

6.

Category	Definition	Activities	Sample Products
Synthesis	Re-form individual parts to make a new whole.	compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine	lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples

- Compose a song in Punjabi.
- View an informational film on Punjab and plan activities for a seven-day vacation with your family.

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Mentorships

For more information ...

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, pp. 179–183.

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. For language and culture programs, mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Alternatively, students can share the language learning process with an adult learner who can encourage metacognitive development by exploring and discussing language learning strategies.

Guidelines for mentorships:

1. Identify what (not whom) the students need.
2. Discuss with the students whether they would like to work with a mentor and if so, what they would like to gain from the relationship.
3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.
4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.
5. Match mentors with students.
6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants' roles and responsibilities.
7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

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Providing Additional Opportunities

➔ **For more information ...**

Appendix C
Sample Text Forms

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class in another country so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using Punjabi to engage in communication for real purposes can lead to significant enrichment and satisfaction.

In addition, students who are gifted will often benefit from access to a wide variety of print and media resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.

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Chapter 6
English as a Second Language Learners

Chapter Summary

English as a Second Language (ESL) Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

English as a Second Language (ESL) Learners

English as a second language (ESL) learners are those students who first learned to speak, read and/or write a language other than English. ESL students may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may be learning to speak English as a second language.

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Canadian-born ESL Students

First Nations, Métis and Inuit (FNMI) peoples	• may speak English, French, an FNMI language or a combination of languages in their homes and communities • can differ greatly from community to community • have skill in their first language, which influences further language learning, that ranges from fluent to minimal • may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking
Francophone people	• come from within the province and from other areas of Canada • may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school
Hutterites, Mennonites or people of other religious groups	• attend school within their communities and learn English to access the outcomes of the program of studies • have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials
Canadian-born children of immigrants	• have parents who may not speak English, limiting family support in schooling • in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time

Foreign-born ESL Students

Recently arrived immigrants	• make up a large group of ESL students in Alberta schools • may arrive at any time in the school year, and could be at any grade level • usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language
Refugees	• have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation • may not have wanted to leave their home countries • may be worried about family members who have been left behind • may have received little or no formal schooling and have complex needs that go beyond learning English as a second language • may qualify for additional assistance from the federal government on arrival • may require assistance from government, social and community agencies for several years

Challenges for ESL Students

- Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.
- Students are in an environment where they are expected to acquire more sophisticated and complex knowledge and understanding of the world around them.
- Students often learn the full Alberta curriculum while learning English.
- Many students will experience value and cultural conflicts between their home language and culture and the English language and culture in which they are immersed.

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Each ESL student's cultural and life experiences will differ from those of other ESL students and those of their classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, language can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side-by-side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

The Role of Culture in Second Language Learning

Learning a second language often involves learning a new culture. By the time a child is five years old, the first culture is already deeply rooted. The first culture of ESL students influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, it should be used cautiously, if not avoided altogether.

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Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.

Some ESL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. ESL students may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with the parents or guardians and the student will help ESL students feel more comfortable in the school setting.

Impact on Learning Preferences

Like all students, ESL students have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty making mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. ESL students may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

ESL students may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of ESL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

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Understanding Cultural Differences in Student Behaviour

Teachers working with ESL students should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events, due to different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that ESL students may exhibit.

Behaviour or Attitude	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.
The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.

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Behaviour or Attitude	Possible Cultural Explanation
The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.	Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours.
The student seems inattentive and does not display active learning behaviours.	In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note taking.
Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good job and is considered impolite.
The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences.
The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point-of-view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures in which the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.

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As ESL students become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of ESL students will affect and make demands of the other students in the class.

Feedback on Pronunciation

An ESL student may be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the student's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

Jaw an Baw wa to da sto. (John and Bob walked to the store.)

Many ESL students are unnecessarily referred to speech–language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech–language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

It is important for classroom teachers to understand the differences between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and ESL learners need support and assistance with their language learning to achieve CALP. Therefore, in language and culture programs, it is important to remember that ESL learners may or may not have sufficient language or concepts on which to base their new language learning.

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Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. Students for whom English is a second language, including those who are learning two languages as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, the recency of the second language acquisition, linguistic distance and interlanguage transfer. English as a second language (ESL) students may find it beneficial to learn a third language as it may improve their understanding of English.

Second Language Acquisition

The term *second language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

ESL learners are already learning a second language—typically English—in Alberta schools. Whatever their backgrounds, all ESL students will benefit from being included in the Punjabi language and culture program. The most compelling reason is that it is typically during the Punjabi language and culture program that all students in the classroom tend to be on a more level playing field. For example, when a teacher is speaking Punjabi, it is possibly the one time during the day when the ESL student understands as much as his or her classmates and is not at a disadvantage, as with instruction in English. In fact, the ESL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. ESL students should be encouraged to be included in Punjabi language and culture programs, despite their limited proficiency in English.

Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.

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Tips for Teachers of ESL Students

1. **Be conscious of the vocabulary you use.**
   Choose simple, straightforward words that are in everyday use.
2. **Provide additional wait time when students are responding to questions.**
3. **Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**
   Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of "The homework must be completed and handed in by Friday," it would be better to say "You must finish the work and give it to me on Friday."
4. **Recycle new words.**
   Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
5. **Rephrase idioms or teach their meanings.**
   ESL students often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
6. **Clearly mark transitions during classroom activities.**
   To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., "first we will ...", "now it's time for ...".
7. **Give clear instructions.**
   Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
8. **Use many nonverbal cues.**
   Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.
9. **Periodically check to ensure ESL students understand.**
   ESL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
10. **Write key words on the board, and use visual and other nonverbal cues, whenever possible, to present key ideas.**
    Concrete objects, charts, maps, pictures, photos, gestures, facial expressions and so on form an important complement to oral explanations for ESL students.
11. **Provide written notes, summaries and instructions.**
12. **Use the students' native languages to check comprehension and to clarify problems.**
    If you or some of your students speak the native language of your ESL student, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most ESL students will only need this additional support for a limited time or in rare situations.

Tips for Teachers of ESL Students: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. ©1999 Province of British Columbia. All rights reserved.

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13. **Communicate interest in students' linguistic development, and set expectations.**

14. **Respond to students' language errors.**
    When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student's Perspective

As well as creating an effective learning environment for ESL students, it is important for teachers to consider the learning environment from the student's perspective.

ESL students learn best when they:

- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to make mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

Celebrating Cultural Differences

There are many ways to celebrate cultural differences in the classroom and the school.

Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your room and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

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4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.
5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

Differentiating Learning Activities for ESL Students

It may be necessary to differentiate learning activities for ESL students. Some examples of differentiation for ESL students are listed in the chart below.

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
Grade 4	Develop reading skills in Punjabi.	Class reads grade-level story and discusses.	ESL learner will highlight words understood. ESL learner will sit with a buddy and follow the text.
Grade 5	Exchange basic personal information.	Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together.	ESL learner will contribute some of the words for the script. He or she may mime parts of the script for the class.
Grade 6	Explore the use of language for imagination, humour and fun.	Students play a variety of traditional sports or games in Punjabi.	ESL learner may display prior knowledge of a game and teach the game to classmates.

Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with ESL students. In general, structured cooperative learning activities, group discussions and the use of educational technologies are effective instructional strategies for ESL students.

Cooperative Learning

→ For more information ...

Chapter 3

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

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The benefits of using cooperative learning with ESL students are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that ESL students may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group ESL students carefully, assign roles in each group and monitor group interactions.

Group Discussion

Similar to cooperative learning, group discussions allow ESL students to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of group discussion for ESL students include insufficient listening comprehension skills, misinterpretation of body language and the expression of one's personal opinion, which may not have been encouraged in the ESL student's previous educational setting.

To foster effective group discussions, encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give ESL students an opportunity to think before they respond.

Technology

→ For more information ...

Chapter 3

All students, including ESL students, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, while others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggested forms of technology are:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions
- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by presenting information in a new way, providing oral presentation of written text (in some cases) and allowing students to work independently at their own pace. Interacting using technology may also be less threatening and intimidating for ESL students than interacting in person.

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The challenges of using technology include providing instruction on how to use the technologies and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. ESL students may need to be introduced to the North American keyboard. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

Suggestions for Assessment

➔ **For more information ...**

Chapter 7

Appendix E
Assessment
Blackline Masters

With ESL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of ESL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

Modifying Assessment for ESL Students

Novice Students
(up to six months in an English-speaking classroom with ESL support)

- Have student point to the picture of a correct answer (limit choices).
- Have student circle a correct answer (limit choices).
- Instruct student to draw a picture illustrating a concept.
- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Reduce choices on multiple choice tests.
- Test student orally in English or in the native language.

Beginning Students
(up to two years in an English-speaking classroom with ESL support)

- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Give open-book tests.
- Ask student to retell/restate (orally and in writing).
- Instruct student to define/explain/summarize orally in English or in the native language.
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.

Modifying Assessment for ESL Students: Adapted from Pamela Wrigley, *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners* (Oneonta, NY: ESCORT, 2001), p. 146. Adapted with permission from ESCORT.

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Intermediate Students (up to five years in an English-speaking classroom with ESL support)	• Have student explain how an answer was achieved (orally and in writing). • Have student complete fill-in-the-blank exercises. • Ask student to retell/restate (orally and in writing). • Have student define/explain/summarize (orally and in writing). • Have student compare and contrast (orally and in writing). • Use cloze procedures with outlines, charts, time lines and other graphic organizers. • Have student analyze and explain data (orally and in writing). • Instruct student to express opinions and judgements (orally and in writing).

Reporting ESL Students' Progress

School jurisdictions may have specific policies regarding the reporting of the achievement of ESL students. Some jurisdictions will supply specifically designed ESL report cards. Other jurisdictions will modify the regular report card to reflect the program of the ESL student. Still other jurisdictions have developed report cards to reflect the needs of all students and have the capacity to include learner outcomes developed specifically for ESL students. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.

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Chapter 7
Classroom Assessment

Chapter Summary

Introduction
Assessment
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Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for learning activities that will be used to build understanding and skills.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching-learning process, facilitating student learning and improving instruction.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and what they are able to do in relation to learning outcomes. Informed by a well-designed and

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implemented assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

Teachers use assessment to:

- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

Assessment practices should:

- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks so that they can plan for success
- be communicated to students so that they understand expectations related to learning outcomes.

Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for further improvements.

Evaluation

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student's response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.

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Assessment for Learning (Formative) and Assessment of Learning (Summative)

Assessment is generally divided into two categories: assessment for learning (formative assessment) and assessment of learning (summative assessment). For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

Assessment for Learning

➔ For more information ...

Appendix E

Assessment for learning is characterized by the ongoing exchange of information about learning between student and self, peer, teacher and parent. It provides information about student progress, allowing the teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members and bring a photograph or drawing of their family to class. They take turns introducing their family members to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.

  Caution
  Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

- After hearing Punjabi spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good Punjabi pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.

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Examples of assessment of learning activities include the following:

- At the conclusion of a unit on "My Family," students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, likes and dislikes. Each picture is labelled in Punjabi. The collages are then presented orally in Punjabi. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.

  Caution

  Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match a Punjabi vocabulary word with the corresponding word in English. These tests are marked and contribute to an overall mark in a reporting period.

Comparing Assessment for Learning and Assessment of Learning

Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
Checks learning to determine what to do next, then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student's "previous best" (self-referenced, making learning more personal).	Usually compares the student's learning either with other students' learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more collaborative and individually focused).

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001. Used with permission from Ruth Sutton Ltd.

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Determining the Assessment Purpose

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.

- Teachers can ask students to rate what has been learned on a scale from easy to difficult. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers can ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.

- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning logs.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

Meaningful Assessment

The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

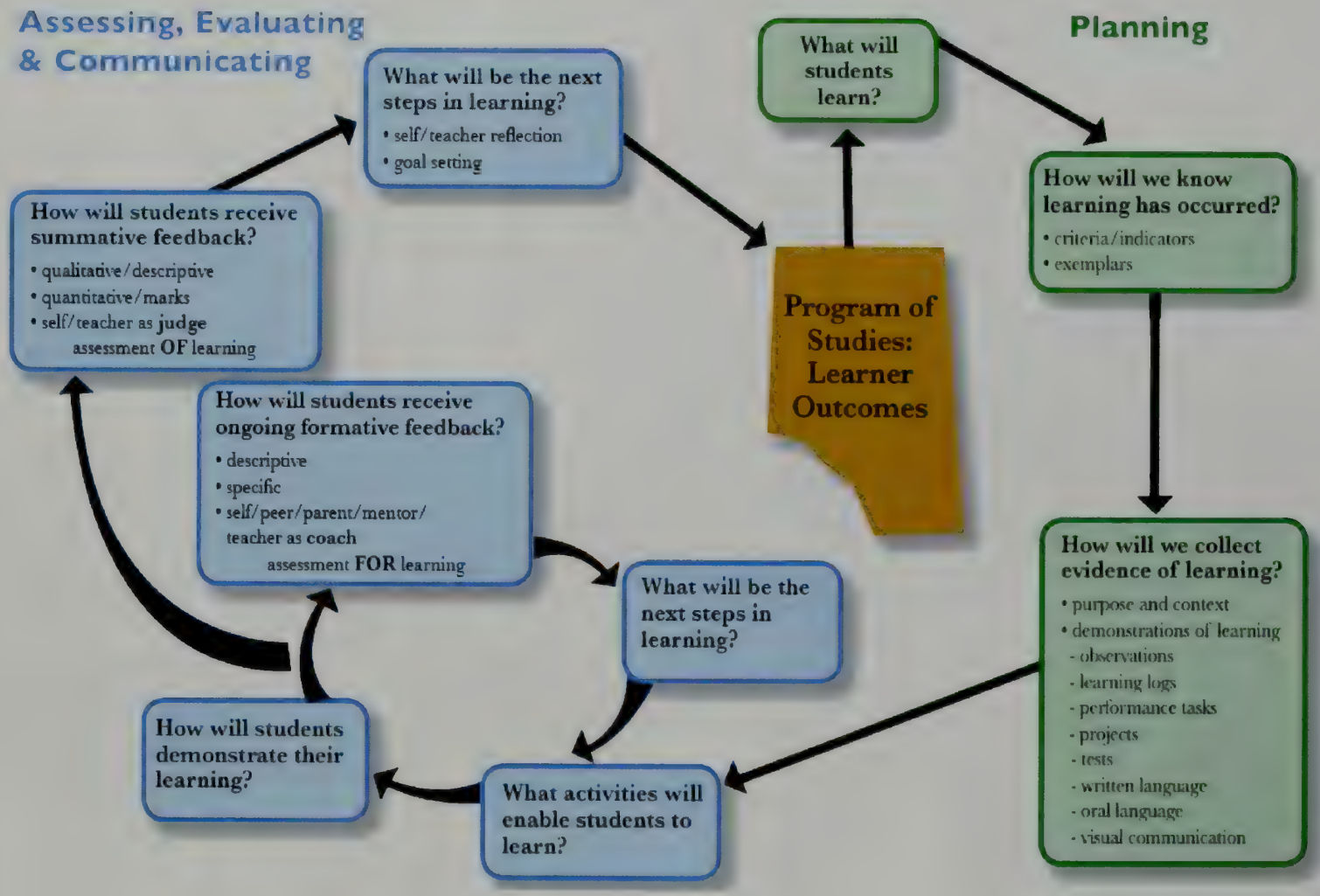
Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

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Assessing Student Learning in the Classroom



Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors to consider as you plan and develop an effective classroom assessment program. The graphic on the preceding page, "Assessing Student Learning in the Classroom," outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

Assessment reflects intended outcomes from the program of studies.

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a "big idea" or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans incorporate a series of learning experiences that:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made based on the results.

Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessed activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

Assessment employs a variety of strategies.

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. For example, some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

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Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and allow students to become effective users of assessment information.

Assessment demonstrates sensitivity to individual differences and needs.

For more information ...

Chapter 6 Modifying Assessment for ESL Students

Chapter 7 Assessment Accommodations for Students with Special Education Needs

Appendix C Examples of Assessment Accommodations

Assessment impacts student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. "Accommodations to ... assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities .... Such accommodations or adaptations should be made to ensure the most accurate understanding of a student's performance ..." (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

Accommodations to programming and assessment, including those for ESL students and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.

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Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, what they need to learn, and what they have achieved and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- assess before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.

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Assessment Accommodations for Students with Special Education Needs

→ For more information ...

Chapter 4

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodation.

Accommodation in Kind (Task)	Accommodation in Depth (Detail)
• Familiarize students with methods being used. • Use alternative assessment formats; e.g., oral tests, conferences. • Encourage student negotiation of performance tasks. • Provide exemplary models. • Allow students to practise the activity. • Convert short answer questions to a cloze format. • Present tasks that begin with the concrete and move to the abstract. • Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers. • Allow peer support, such as partner work.	• Break down complex tasks into smaller steps. • Provide written instructions in addition to verbal directions. Put an outline of steps on the board. • Include picture clues to support verbal instructions. • Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions. • Teach students to attend to key direction words in questions by using a highlighter. • Avoid excessive corrections by focusing on fewer expectations.
Accommodation in Breadth (Volume)	**Accommodation in Pace (Timing)**
• Reduce amount of reading and writing required. • Reduce amount of content per assessment task. • Provide clear, simple directions for the assessment activity. • Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes. • Monitor work to ensure time lines are met.	• Provide additional time to complete tasks and tests. • Have students repeat and rephrase instructions. • Allow students to complete the assessment task over several sessions. • Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task. • Take into account improvement over time.

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.

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Student-directed Assessment

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

By integrating self-assessment activities, time for goal setting and peer assessment into routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator. To increase student involvement in the assessment process, teachers should:

- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language that students understand
- develop assessment tools collaboratively with students
- develop self-monitoring and self-assessment tools for different tasks and assignments
- encourage student goal setting.

Conferencing

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about a student's use of text and use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and discuss their progress and goals.

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The purpose of conferencing is to:

- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

Tips for Conferencing with Students

1. The tone of conferences should be relaxed and friendly, with a limited number of topics to discuss. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the purpose of conferences and the expectations of all members of the class during conference times. Establish procedures for problem-solving other class issues that may arise during conference times.
11. Conference more frequently with students having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.
16. In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and record anecdotal notes.

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Personal Reflection and Self-assessment

For blackline masters ...

Appendix E
Self-assessment Checklist,
Self-assessment Rating Scale,
Self-assessment and Goal Setting

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess they:

- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing probes and questions that help students reflect on their own learning:

Reflecting on Content

Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

Reflecting on Information Processing

Describe how effective you were in gathering information for your project.

Reflecting on Communication

Describe how effective you were in communicating your conclusions to your discussion group.

Reflecting on Collaboration and Cooperation

Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as:

- This piece of work demonstrates that I can ...
- I can improve my work by ...
- After reviewing my work, I would like to set a new goal to ...
- A strategy that worked well for me is ...

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

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Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

Portfolios

A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas can be selected and placed in a portfolio, including stories, tests and projects.

Effective portfolios:

- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.

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Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because …
- This piece showcases my _____ intelligence because …
- If I could show this piece to anyone—living or dead—I would show it to _____ because …
- People who knew me last year would never believe I created this piece because …
- This piece was my greatest challenge because …
- My (parents, friend, teacher) liked this piece because …
- One thing I learned about myself is …[1]

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

Goal Setting

→ **For blackline masters …**

Appendix E
Self-assessment Checklist and Goal Setting,
Long-term Goal Setting

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in the students' learning, set goals and plan the steps students will take towards achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., "Next time I will …".

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

1. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

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Appendix D
Goal-setting Organizer 1, 2, 3 or 4

To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- consider areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

The results of self-assessment, peer assessment and goal setting are used to monitor students' performance and to improve it. Information gathered can be used to plan for future instruction, but it should not be included in a performance mark for a report card.

Learning Logs

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool.

Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as "Got it, Getting it, Don't get it yet." Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.

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Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one's own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performance, can expand students' self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by recognizing areas in which they need to improve.

Peer Assessment

➔ **For blackline master ...**

Appendix E
Peer-assessment Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria and to offer encouragement and suggestions for improvement. Peer assessment offers students the opportunity to share with one another their insights about learning Punjabi.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers' work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as "good" or "bad." It may be helpful if teachers have students offer two positive comments and one question about their peers' work.

Peer assessment could be facilitated by having students:

- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

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Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

Checklists, Rating Scales and Rubrics

➔ **For blackline masters ...**

Appendix E Observation Checklist; Checklist and Comments 1 and 2; Rating Scale 1, 2 and 3; Rubric; Rubric and Checklist

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments.

Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and to which various descriptors can be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance to students to use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.

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Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations, and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as **always**, **usually**, **sometimes** and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:

- put a star beside the skill they think is the most important for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

→ **For more information ...**

http://www.aac.ab.ca
http://www.rubistar4teachers.org
http://teach-nology.com

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity**; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

→ **For blackline master ...**

Appendix E
Rubric

Developing Rubrics and Scoring Criteria

Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

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Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:

- What are the specific language and culture curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom's taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider using the following guidelines:

- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is an "On the right track, but ...".
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but ...". The teacher needs to make decisions about appropriate intervention to help the student improve.

Creating Rubrics with Students

Learning improves when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

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Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the "next steps" in learning.

Informal Observation

Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print. Teachers can make mental notes of the extent to which students are able to meet outcomes and can offer feedback, encouragement and praise as needed.

Anecdotal Notes

→ **For blackline master ...**

Appendix E
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student's request. They can also be shared with students and parents at parent–teacher–student conferences.

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The purpose of anecdotal notes is to:

- provide information regarding a student's development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents and other teachers.

Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations, using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.
   OR
   Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
2. Keep notes brief and focused (usually no more than a few sentences or phrases).
3. Note the context and any comments or questions for follow-up.
4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.
5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.
6. Record comments regularly, if possible.
7. Record at different times and during different activities to develop a balanced profile of student learning.
8. Review the notes frequently to ensure that they are being made on each student regularly, and summarize information related to trends in students' learning.

Observation Checklist

→ **For blackline master ...**

Appendix E
Observation Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects students' learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

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Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.
3. Ensure students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit."
8. Use the information gathered from observation to enhance or modify future instruction.

Question and Answer

➔ **For more information ...**

Chapter 1
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question and answer assessment include the following:

- Apply a wait time or "no hands-up rule" to provide students with time to think about a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom's Taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

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Quizzes

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students' grades do not become unbalanced by including an overabundance of results from quizzes.

Different purposes for quizzes:

- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Nongraded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

Tests and Examinations

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time, and therefore do not appear in the grade level samples assessment section of this resource. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

Performance Assessment

"A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired" (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills and strategies.

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Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner's context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student's performance. Results from performance assessments should account for the largest percentage of a student's grade as they are a clear indicator of student understanding of the outcomes.

"When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them" (Schlechty 1997).

Performance assessment is:

Contextualized

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

Authentic

Tasks are designed to present students with a real communicative purpose for a real audience.

Task-based

Students must follow a well-defined process to create and/or present a product in a way to elicit specific use of the second language.

Learner-centred

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they progress in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

Performance assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments (MLPA): A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.

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A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at http://www.aac.ab.ca for further guidance in developing and using performance assessments and for samples of performance assessment tasks and rubrics in Punjabi.

Assessment and Evaluation Resources

Alberta Assessment Consortium (AAC)

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at http://www.aac.ab.ca to find:

- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.

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Chapter 8
Grade Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Two-page, Four-column Format
Grade Level Samples for Grades 4, 5 and 6
- Applications
- Language Competence
- Global Citizenship
- Strategies

Introduction

The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students, appear in the same order as in the program of studies and are shaded.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

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Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

Two-page, Four-column Format

General Outcome and Specific Outcome Cluster Heading

The general outcome is boxed at the top of each page; e.g.,

General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

The specific outcome cluster heading follows the general outcome at the top of each page; e.g.,

A–1 to impart and receive information

Column One – Specific Outcomes

Students will be able to:

Under the cluster heading, specific outcomes in column one are prefaced, as in the program of studies, with:

Students will be able to:

A–1.1
share factual information

Running vertically along the left side of the first page is the strand heading for the specific outcome.

a. share basic information; e.g., their name

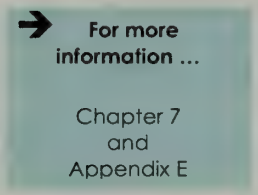
Running horizontally is the detail of each specific outcome, indicated by the letters a, b, c ...

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Column Two – Sample Teaching and Learning Activities

These activities illustrate the intent of each specific outcome. Punjabi words, phrases, sentences and examples provided in the body of the activities are followed by English translations.

Column Three – Sample Assessment Strategies



Assessment strategy suggestions for the teaching and learning activities are provided in this column. All assessment strategies cited are described in detail in Chapter 7: Classroom Assessment.

Column Four – Materials

This is a listing of the various items needed to implement the suggested teaching and learning activities in the classroom. Everyday items that students are expected to have, such as pens, pencils and paper, are not listed here.

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Grade 4 Example of the Two-page, Four-column Format

General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

A–2.1 share ideas, thoughts, opinions, preferences

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Students will be able to:	Several activities and their corresponding assessment strategies and materials are listed for each specific outcome	**Focus for Assessment** Does the student: • express simple preferences?	
a. express simple preferences Outcomes may be continued over four or more pages.	➤ **Survey** Have the students formulate simple questions in Punjabi to inquire about preferences, such as " ਕੀ ਤੁਹਾਨੂੰ ਕੇਲੇ ਪਸੰਦ ਹਨ?" (Do you like bananas?), or choices, such as " ਤੁਹਾਨੂੰ ਕੇਲੇ ਜਾਂ ਸੰਤਰੇ ਪਸੰਦ ਹਨ?" (Do you like bananas or oranges?), with guidance. Have the students practise asking questions, then design a simple survey to conduct with classmates Surveys can be adapted by the number of questions asked or the type of responses required to suit the language abilities of the students. Share the survey results as a class.	➤ **Learning Log** After conducting the survey, have the students reflect on their learning and how well they were able to express simple preferences. Students may comment on what they learned from the survey, what they liked or disliked about the activity and what they found challenging or easy. Examples of many of the assessment/evaluation tools listed here are included in Appendix E.	➤ None required.
Read from left to right across the two pages.	➤ **Things I Like—Introduction** Model a pattern; e.g., ਮੇਰਾ ਨਾਂ ਅਮਨ ਹੈ। ਮੈਨੂੰ ਸੰਤਰਾ ਪਸੰਦ ਹੈ। (My name is Aman. I like oranges.) Write this pattern on the board. Post food pictures with Punjabi labels on the board or in a pocket wall chart. Model the pattern two more times then have the students take turns saying their names and one food item they like.	➤ **Anecdotal Notes** Observe students as they indicate their food preferences. Record anecdotal notes of the extent to which students are able to express simple preferences (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Food pictures with Punjabi labels, pocket wall chart.
	➤ **I Like/I Don't Like** Introduce and review the sentence starters ਮੈਨੂੰ ...ਪਸੰਦ ਹੈ ਅਤੇ "ਮੈਨੂੰ ... ਪਸੰਦ ਨਹੀ ਹੈ।" (I like and I don't like). Have the students form pairs and have each pair draw a circle with a line down the centre of it on a large sheet of paper. Ask each student to draw foods they like on one half of the circle and foods they dislike on the other without showing his or her partner. Have them take turns asking one another about their food likes and dislikes; e.g., Do you like ice cream? Encourage the students to use previously learned language patterns and vocabulary to indicate their preferences and to refer to word or phrase charts in the classroom.	➤ **Anecdotal Notes** Observe students as they indicate their likes and dislikes. Record anecdotal notes of how well students are able to express simple preferences (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Large sheets of paper and markers for each group.

Column 1 | Column 2 | Column 3 | Column 4

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Grade Level Samples for Grade 4

Applications 152

Language Competence 206

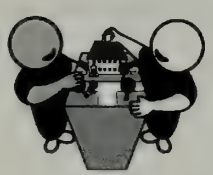
Global Citizenship 258

Strategies 288

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

- A–1 to impart and receive information
- A–2 to express emotions and personal perspectives
- A–3 to get things done
- A–4 to form, maintain and change interpersonal relationships
- A–5 to extend their knowledge of the world
- A–6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Punjabi **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret and produce oral texts
- LC–3 interpret and produce written and visual texts
- LC–4 apply knowledge of the sociocultural context
- LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC–1 historical and contemporary elements of Punjabi culture
- GC–2 affirming diversity
- GC–3 personal and career opportunities

Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

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Applications

General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. share basic information *(continued)*	➢ **My Favourite Things Collage** Have the students design personal collages using pictures of themselves, their families, extended families, friends, their favourite activities, foods, books, likes and dislikes. They should label each picture in Punjabi and present the collages orally. Provide the students with model sentences to assist them in their presentations; e.g., – ਏਹ ਮੇਰੀ ਭੈਣ ਹੈ। (This is my sister.) – ਏਹ ਮੇਰਾ ਭਰਾ ਹੈ। (This is my brother.) – ਮੈਨੂੰ ____ਪਸੰਦ ਹੈ। (I like ____ .) – ਮੈਨੂੰ ਪਸੰਦ ਨਹੀਂ ਹੈ। (I don't like ____.)
A–1.1 share factual information	➢ **Inside–Outside Circle** Have the students form two circles, one inside the other. With music playing, ask the outer circle students to walk in one direction and the inner circle students to walk in the opposite direction. When the music stops, have each student interview the classmate opposite him or her, using familiar patterns. For example: – ਤੁਹਾਡਾ ਕੀ ਨਾਂ ਹੈ? (What's your name?) – ਤੁਹਾਡੀ ਉਮਰ ਕੀ ਹੈ? (How old are you?) – ਤੁਸੀਂ ਕੱਥੇ ਰ ਹੰਦੇ ਹੋ? (Where do you live?) **Note**: Any questions displayed in written form should have the interrogative at the beginning of the question.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • share basic information?	
➢ **Rubric** Create an outcome-based rubric and share it with students before they create a collage of their favourite things. Use the rubric to evaluate how well students are able to share basic information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Magazines, students' personal photographs, scissors, glue, poster or chart paper.
➢ **Anecdotal Notes** Observe students as they question and answer one another in the Inside–Outside Circle game. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Punjabi music.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. share basic information	➢ **Locate Your Family** Prepare family sets of cards, with family members' names and ages listed on them. Deal each student a single card. Using questions and prompts written on the board, have the students pretend that they are that family member, sharing their new name and age with others when asked: – ਤੁਹਾਡਾ ਕੀ ਨਾਂ ਹੈ? (What is your name?) – ਤੁਹਾਡੀ ਉਮਰ ਕੀ ਹੈ? (How old are you?) Have the students circulate, asking and answering the above questions to find their family members. When they find all of their family members, they sit down as a group. Once all family groups are seated, call on the students in turn to introduce their family members to the class. **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary. ➢ **Weather Watch** Have the students track the weather for a week, using newspapers and magazines to locate and cut out pictures representing the weather for each day tracked. Have the students mount these pictures on poster paper and add a weather description for each day of the week in Punjabi; e.g., ਸੋਮਵਾਰ (Monday) — ਅੱਜ ਬਾਹਰ ਧੁੱਪ ਹੈ। (Today is sunny.) ਮੰਗਲਵਾਰ (Tuesday) — ਅੱਜ ਬੱਦਲ ਹਨ। (Today is cloudy). ਬੁੱਧਵਾਰ (Wednesday) — ਅੱਜ ਮੀਂਹ ਪੈ ਰਹਾ ਹੈ। (Today is rainy.)

A–1.1 share factual information

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • share basic information?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they exchange information about their names and ages. Students use the checklist to determine if they are able to share basic information (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Cards in family sets, each with the name and age of a family member on it (enough so each student receives one unique card).
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they provide a daily weather report. Students assess how well their peers are able to share basic information (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Newspapers, magazines, poster paper, scissors.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

A–1.1 share factual information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. identify key people, places and things in the immediate environment	➢ **Six Item ID** Using vocabulary related to family, body, school or seasonal clothing, prepare an overhead transparency of a scene. Label six objects in the scene with the numbers one to six. Have each student work with a partner, rolling a die and then naming in Punjabi the object on the transparency that has the same number as rolled on the die. Each correct answer scores a point. Later in the course, when students have developed greater linguistic proficiency, this game can change to a memory game. Show the transparency for only a brief period of time then have the students name the objects they saw. ➢ **What's in the Box?** Collect some classroom objects to place in a box. Clearly identify the objects in Punjabi as they are placed in the box. Remove a few of the items from the box without the students' knowledge. Have the students guess which items remain in the box. The last student who guesses can come up and repeat the game by choosing objects for the box. ➢ **What's in the Backpack?** Bring a school backpack to class filled with school supplies a student might carry. Remove each item, hold it up and name it. Have the students repeat the name of each item as you put it back in the backpack. Once the backpack is completely packed, have the students try to remember and name all of the objects in the backpack.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify key people, places and things in the immediate environment?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they identify known vocabulary from a transparency. Use the checklist to assess if students are able to identify key people, places and things in the immediate environment (see sample blackline master in Appendix E: Observation Checklist).	➢ Prepared overhead(s), dice (one per pair of students).
➢ **Learning Log** After identifying objects hidden in a box, have the students reflect on how well they were able to identify key people, places and things in the immediate environment; e.g., – I was able to … – I found it difficult when …	➢ Box to hold assortment of classroom objects, several classroom objects to fit in the box.
➢ **Anecdotal Notes** Observe how well individual students are able to identify and name various items in the backpack. Record anecdotal notes of the extent to which students are able to identify key people, places and things in the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Backpack filled with school supplies.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.1 share ideas, thoughts, opinions, preferences a. express simple preferences	➢ **Survey** Have the students formulate simple questions in Punjabi to inquire about preferences, such as " ਕੀ ਤੁਹਾਨੂੰ ਕੇਲੇ ਪਸੰਦ ਹਨ?" (Do you like bananas?), or choices, such as " ਤੁਹਾਨੂੰ ਕੇਲੇ ਜਾਂ ਸੰਤਰੇ ਪਸੰਦ ਹਨ?" (Do you like bananas or oranges?), with guidance. Have the students practise asking questions, then design a simple survey to conduct with classmates. Surveys can be adapted by the number of questions asked or the type of responses required to suit the language abilities of the students. Share the survey results as a class. ➢ **Things I Like—Introduction** Model a pattern; e.g., ਮੇਰਾ ਨਾਂ ਅਮਨ ਹੈ। ਮੈਨੂੰ ਸੰਤਰਾ ਪਸੰਦ ਹੈ। (My name is Aman. I like oranges.) Write this pattern on the board. Post food pictures with Punjabi labels on the board or in a pocket wall chart. Model the pattern two more times then have the students take turns saying their names and one food item they like. ➢ **I Like/I Don't Like** Introduce and review the sentence starters ਮੈਨੂੰ ...ਪਸੰਦ ਹੈ ਅਤੇ "ਮੈਨੂੰ ... ਪਸੰਦ ਨਹੀਂ ਹੈ।" (I like and I don't like). Have the students form pairs and have each pair draw a circle with a line down the centre of it on a large sheet of paper. Ask each student to draw foods they like on one half of the circle and foods they dislike on the other without showing his or her partner. Have them take turns asking one another about their food likes and dislikes; e.g., Do you like ice cream? Encourage the students to use previously learned language patterns and vocabulary to indicate their preferences and to refer to word or phrase charts in the classroom.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express simple preferences?	
➢ **Learning Log** After conducting the survey, have the students reflect on their learning and how well they were able to express simple preferences. Students may comment on what they learned from the survey, what they liked or disliked about the activity and what they found challenging or easy.	➢ None required.
➢ **Anecdotal Notes** Observe students as they indicate their food preferences. Record anecdotal notes of the extent to which students are able to express simple preferences (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Food pictures with Punjabi labels, pocket wall chart.
➢ **Anecdotal Notes** Observe students as they indicate their likes and dislikes. Record anecdotal notes of how well students are able to express simple preferences (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Large sheets of paper and markers for each group.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–2.1 share ideas, thoughts, opinions, preferences	b. express a personal response	➢ **Do I Like Punjabi Music?** Play three short Punjabi songs for the class. After listening to each song, have the students respond by saying ਮੈਨੂੰ ਪਸੰਦ ਹੈ" ਜਾਂ "ਮੈਨੂੰ ਪਸੰਦ ਨਹੀਂ ਹੈ। (I like or I don't like). Ideally the songs are simple and culturally relevant and students could learn to sing them at an appropriate time during the year. ➢ **What I Like/Don't Like to Do** Compile and mount pictures from magazines depicting a variety of activities students may engage in; e.g., sports, personal hygiene, house and yard chores, entertainment, school activities, community activities, family activities. Display the pictures across the front of the classroom and, as you point to a particular picture, ask the students, as a group, if they like or dislike to do the activity shown. Later ask individual students to respond.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express a personal response?

➢ **Anecdotal Notes**
Observe students as they listen to short Punjabi songs. Record anecdotal notes of the extent to which students are able to express a personal response (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they give their opinions on various activities. Use the checklist to assess if students are able to express a personal response (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Punjabi songs that are simple and culturally relevant.

➢ Magazines, scissors, poster paper for mounting, glue.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes.**

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. respond to, and express, basic emotions and feelings *(continued)*	➢ **How do I Feel?—Introduction** Introduce words related to emotions and feelings with pictures or flash cards. Model the use of these words in short sentences; e.g., ਮੈਂ ਖੁਸ਼ ਹਾਂ, ਉਦਾਸ ਹਾਂ, ਗ਼ੁੱਸੇ ਹਾਂ ... (I am happy, sad, mad ...) These new words and sentences can be written on sentence strips and added to a word wall or pocket wall chart for student reference. After repeating the words expressing emotions and feelings two or three times, pass a card or picture to students who seem ready to respond. Say: ਮੈਂ ਖੁਸ਼ ਹਾਂ। (I am happy.) Ask the student who has that card to come up and repeat the sentence. Repeat the activity until all students have had a chance to respond.
A–2.2 share emotions, feelings	➢ **How Do You Feel?** Have the students participate in a role-playing game to learn how to identify and express feelings in Punjabi. Prepare a set of cards, each with a face indicating a particular feeling. Review with the class each face and the associated feeling. Shuffle the cards and place them face down on a table. Begin the game by selecting one of the cards and modelling the following dialogue: Teacher: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ, ਮੇਰਾ ਨਾਂ ਮ ਸਜ਼ ਮਾਨ ਹੈ। (Hello, my name is Mrs. Mann.) Class: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਮ ਸਜ਼ ਮਾਨ। ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ।? (Hello, Mrs. Mann. How are you?) Respond by miming the feeling shown on the selected card. Encourage the students to guess how you feel; e.g., ਕੀ ਤੁਸੀਂ ਖੁਸ਼ ਹੋ? (Are you happy?) The student who guesses the feeling correctly takes the teacher's spot and continues the game. When students can confidently play the game on their own, divide them into smaller groups and give each group their own set of cards.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- respond to, and express, basic emotions and feelings?

➢ **Anecdotal Notes**
Observe students as they repeat the emotions depicted on the flash cards. Record anecdotal notes of the extent to which students are able to respond to, and express, basic emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they participate in a role-playing game about expressing feelings in Punjabi. Use the rating scale to assess how well students are able to respond to, and express, basic emotions and feelings (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Pictures or flash cards of feelings or emotions, word/sentence strips, pocket wall chart.

➢ Sets of prepared cards, each with a face expressing a particular feeling or emotion.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.2 share emotions, feelings a. respond to, and express, basic emotions and feelings	➢ **Emotion Charades** Provide the students with flash cards or pictures of people's faces expressing various emotions or feelings, clearly labelled in Punjabi. Organize the students into small groups. Have one student pick a card and act out the emotion in the form of a charade. The members of his or her team must guess the emotion being portrayed, naming it clearly in Punjabi. The first student to guess correctly goes to the front and draws a new emotion card to act out. The game continues until all students have had the chance to act out a charade. ➢ **Puppet Plays** Divide the students into groups of four and have them develop a short scenario involving four members of a puppet family, each expressing a different emotion (e.g., happy, sad or angry). Have the students present their puppet plays to the class.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- respond to, and express, basic emotions and feelings?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they act out the charades. Use the checklist to assess if students are able to respond to, and express, basic emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Flash cards or pictures, each with a face showing a particular emotion or feeling, and labelled in Punjabi.

➢ **Learning Log**
After their puppet plays, have the students reflect on their learning and how well they were able to respond to, and express, basic emotions and feelings. Encourage the students to record newly learned phrases and expressions.

➢ Puppet families with a mom, dad, boy and girl.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others	
a. indicate basic needs and wants	➢ **How Do I Ask? Posters** Have the students work in groups to create posters listing basic questions they require to function efficiently in the classroom. Display these posters until all students master the language needed to ask these basic questions.
	➢ **Role-play—Ordering Food** Ask the students to pair up and develop a simple role-play that involves ordering food and beverages from a posted menu; e.g., at a fast food restaurant, hot dog/ice cream/pop stand, pizza parlour, food fair, booth at a sports arena. Each group member practises ordering from his or her partner, who acts as the order taker. The order takers then switch roles with their partners and the practice resumes. Post vocabulary needed for the menu and the order taker (e.g., ਦੱਸੋ ਜੀ ਤੁਸੀਂ ਕੀ ਖਾਉਗੇ ਤੇ ਕੀ ਪੀਉਗੇ? May I take your order? What would you like to eat or drink?) for reference. Have the pairs present their role-plays to other groups.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- indicate basic needs and wants?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before creating their basic classroom questions posters. Use the rubric to evaluate how well students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they prepare role-plays in which they order food and beverages from a menu. Record anecdotal notes of the extent to which students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Poster paper, markers.

➢ Relevant vocabulary and expressions posted for reference.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others b. give and respond to simple oral instructions or commands	➢ **Simon Says** Model basic commands, such as ਬੈਠ ਜਾਓ (sit down), ਖੜ੍ਹੇ ਹੋ ਜਾਓ (stand up), ਘੁੰਮ ਜਾਓ (spin around), ਤੰਨ ਵਾਰੀ ਤਾੜੀ ਮਾਰੋ। (clap three times). Have the students act out each command as it is said. Play "Simon Says" using the practised commands. Once students are familiar with the vocabulary, have them pair up and take turns being "Simon," giving instructions to their partners, who follow those instructions. ➢ **Classroom Instructions** Review classroom instructions with the students, such as ਕਰਪਾ ਕਰਕੇ ਦਰਵਾਜ਼ਾ ਖੋਲ੍ਹੋ (Please open the door.), ਕਰਪਾ ਕਰਕੇ ਬੱਤੀ ਜਗਾਓ (Please turn on the light.), ਕਰਪਾ ਕਰਕੇ ਬਾਰੀ ਖੋਲ੍ਹੋ (Please open the window.) Call out these instructions and have the students respond accordingly. After a few tries, have the students take turns giving the instructions to a partner.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- give and respond to simple oral instructions or commands?

➢ **Anecdotal Notes**
Observe students as they use commands in a game of "Simon Says." Record anecdotal notes of the extent to which students are able to give and respond to simple oral instructions and commands (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before giving classroom instructions. Use the checklist to assess if students are able to give and respond to simple oral instructions or commands (see sample blackline master in Appendix E: Observation Checklist).

➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. ask for permission	➢ **May I?—Introduction** Model the expressions used when seeking permission. For example: – ਕੀ ਮੈਂ ਦਰਵਾਜ਼ਾ ਬੰਦ ਕਰ ਦਆਂ? (May I shut the door?) – ਕੀ ਮੈਂ ਬਾਰੀ ਬੰਦ ਕਰ ਦਆਂ? (May I close the window?) Post these common permission expressions for student reference and encourage them to use them as needed. ➢ **May I?—Review and Practice** Create a set of cards showing pictures of common school activities for which students require permission; e.g., using the telephone, going to the office, sharpening a pencil. Have the students take turns drawing an activity card from the deck and asking for permission to do the activity. ➢ **May I?—Culminating Activity** Prepare one set of the common classroom activity cards (i.e., from the previous activity) for each group of four students. Give each group one set of regular playing cards. In each group one member is the "teacher." Have the other students seek permission from the teacher, asking to perform the activity indicated on the card they draw from the pile. In response to a correct request for permission, the teacher draws a card from a regular deck of playing cards. If a red suited card is drawn, the teacher responds ਹਾਂ ਜੀ (Yes). If a black suited card is drawn, the teacher answers ਨਹੀਂ ਜੀ (No). Once each student has asked for permission, another student becomes the teacher. Continue until all students have played the teacher.

A–3.1
guide actions of others

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- ask for permission?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before encouraging the students to use the permission questions. Students use the checklist to determine if they are able to ask for permission (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they take turns asking for permission to do various school activities. Record anecdotal notes of the extent to which students are able to ask for permission in the various school situations and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they take turns asking for and giving permission. Use the checklist to assess if students are able to ask for permission (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Sentence strips, marker(s), word wall/pocket chart.

➢ Set of prepared cards showing common classroom activities students would require permission to perform; e.g., going to the washroom, closing the window.

➢ One set of prepared cards per group of four, one set of playing cards per group of four.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.2 state personal actions a. respond to offers, invitations and instructions	➢ **Do You Want to Play?** Provide the students with various common responses to an invitation to play after school. For example: – ਹਾਂ ! ਮਜ਼ਾ ਆਵੇਗਾ । (Yes! That sounds fun.) – ਠੀਕ ਹੈ, ਧੰਨਵਾਦ । (OK, thanks.) – ਨਹੀਂ ਮੇਰੇ ਕੋਲ ਵਹਲ ਨਹੀਂ । (Sorry, I don't have time.) – ਨਹੀਂ, ਮੈਂ ਅਜੇ ਨਹੀਂ ਆ ਸਕਦਾ/ਸਕਦੀ । (No, I can't come.) Have the students circulate through the class, asking one another, "Do you want to play after school?" and responding.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- respond to offers, invitations and instructions?

➢ **Anecdotal Notes**
Observe students as they respond to each other's invitations to play after school. Record anecdotal notes of the extent to which students are able to respond to offers, invitations and instructions and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.2 state personal actions b. ask or offer to do something	➢ **Classroom Tasks** With the students, brainstorm a list of classroom tasks students can perform. Label pictures of daily classroom tasks and post them around the classroom. Encourage the students to refer to these posters when offering to do these tasks throughout the school year. ➢ **Sign Up and Practise** Ask the students to sign up for a particular classroom task for a week and post this class list. Model and post the sentence pattern and the vocabulary for offering to do the classroom jobs. Divide the students into pairs and have them practise offering to do the classroom tasks using the pattern and new vocabulary. Encourage the students to use these sentence patterns frequently.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask or offer to do something?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before encouraging them to offer to do classroom tasks. Use the checklist to assess if students are able to ask or offer to do something (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
After practising the new vocabulary and asking to do classroom tasks, have the students reflect on how well they were able to ask or offer to do something. Encourage the students to record words and phrases learned and to reflect on their use of the pattern and vocabulary learned; e.g.,
- I offered to …
- In the future, I plan to offer to …

MATERIALS

➢ Labelled pictures of classroom tasks, sentence strips, pocket chart/word wall.

➢ Poster paper, model sentence patterns.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions a. manage turn taking	➢ **Playing Games** Invite the students to play board games of their choice, using Punjabi to manage turn taking. Brainstorm phrases to manage turn taking and post them around the room. For example: – ਮੇਰੀ ਵਾਰੀ ਹੈ। (It's my turn.) – ਤੇਰੀ ਵਾਰੀ ਹੈ। (It's your turn.) ➢ **Class/Groups** Divide the students into class groups and assign each group member a role; e.g., homework collector, note-taker, leader/encourager/helper. Have the students use turn-taking vocabulary and expressions to manage the daily rotation of these roles.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • manage turn taking?	
➢ **Anecdotal Notes** Observe students as they play their board games. Record anecdotal notes of the extent to which students are able to manage turn taking (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Board games.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they are divided into class groups. Students use the rating scale to assess how well they are able to manage turn taking (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions b. encourage other group members to participate	➢ **Expressions of Encouragement** Teach the students a variety of Punjabi words and expressions for encouraging each other to participate. Facilitate a group activity, such as a game of charades, and ask the students to use the expressions to encourage other members of their group or team. For example: – ਸ਼ਾਬਾਸ਼! (Way to go!) – ਤੁਸੀਂ ਕਰ ਸਕਦੇ ਹੋ! (You can do it!) – ਬਹੁਤ ਵਧੀਆ! (Excellent!) – ਚੰਗੀ ਕੋ ਸ਼ਸ਼ ਕੀਤੀ! (Good try!) – ਚੱਲ ਬਈ ਤੂੰ ਕਰ ਸਕਦੀ (ਸਕਦਾ) ਹੈਂ!! (You can do it!) – ਚੱਲ! ਚੱਲ! (Go! Go!) Facilitate a positive classroom discussion on how encouraging statements from peers affected how students participated.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- encourage other group members to participate?

➢ **Goal Setting and Learning Log**
Based on the class discussion, have the students set future goals for encouraging their peers (see sample blackline master in Appendix E). Have the students reflect on their learning and note how they feel when encouraged to participate by their peers. Have them describe a specific example of when they have encouraged others to participate in an activity outside the classroom.

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

A–4.1
manage personal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. exchange greetings and farewells	➢ **Meet, Greet and Retreat** Post typical greetings and farewells used in the Punjabi language for student reference. Prepare a set of cards of typical Punjabi names (two cards for each name) and ensure there is one card per student. Shuffle and deal each student one card. Have the students walk around the classroom using Punjabi to find the student with the matching name card. They must greet and say farewell to each student they meet. Explain different cultural habits when greeting and saying ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ (hello) in Punjabi, such as ਹੱਥ ਜੋੜਨੇ (joining their hands together). ➢ **Telephone Talk** Teach the students the vocabulary needed to carry on telephone conversations, including typical greetings and farewells. Record and post related vocabulary and expressions. Divide the students into pairs and have them write and rehearse a simple telephone conversation and present it to the class; e.g., Student 1: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Hello.) Student 2: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Hello.) Student 1: ਮੈਂ _____ ਬੋਲ ਰਹਾ/ਰਹੀ ਹਾਂ। ਤੁਸੀ ਕੌਣ ਬੋਲ ਰਹੇ ਹੋ? (This is ___. Who am I speaking with?) Student 2: ਮੈਂ _____ ਬੋਲ ਰਹਾ/ਰਹੀ ਹਾਂ। (I'm _____.) Student 1: ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? (How are you?) Student 2: ਠੀਕ ਹੈ। ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? (I'm fine. How are you?) Student 1: ਠੀਕ ਹੈ। (I'm fine.) Student 2: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Goodbye.) Student 1: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Goodbye.) ➢ **Leave Me a Message** Ask the students to leave you a message on your voice mail or an answering machine, using appropriate greetings and farewells.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- exchange greetings and farewells?

➤ **Anecdotal Notes**
Observe students as they exchange greetings and farewells while seeking a matching name card. Record anecdotal notes of the extent to which students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they carry on telephone conversations. Students use the checklist to determine if they are able to exchange greetings and farewells (see sample blackline master in Appendix E: Self-assessment Checklist). For example:

- ਮੈਨੂੰ ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਬੁਲਾਉਣੀ ਆਉਂਦੀ ਹੈ। (I know how to greet people.)
- ਮੈਨੂੰ ਆਪਣਾ ਨਾਂ ਅਗਲੇ ਨੂੰ ਦੱਸਣਾ ਆਉਂਦਾ ਹੈ। (I can introduce myself.)
- ਮੈਨੂੰ ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਬੁਲਾਉਣੀ ਆਉਂਦੀ ਹੈ। (I know how to say goodbye.)

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they leave a message. Use an outcome-based rating scale to assess how well students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➤ Sets of cards with typical Punjabi names (two for each name).

➤ Real or mock telephones—one for each student.

➤ Answering machine, voice mail.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships b. address a new acquaintance and introduce themselves	➢ **Puppets Meet and Greet** Have the students, in pairs, develop a script for a simple dialogue in which they address a new friend and introduce themselves. Using hand puppets, model the dialogue and encourage the students to use the model when creating their own dialogues. ➢ **Meeting Another Class** Demonstrate how to greet a new acquaintance and how to introduce yourself. If possible, arrange to meet with another class in the school. Pair up the students from both classes and have the students teach the others how to greet one another and introduce themselves, using Punjabi. Once everyone has had time to meet their partners, have each student introduce his or her partner to the rest of the class.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • address a new acquaintance and introduce themselves?	
➢ **Learning Log** After engaging in the puppet plays, have the students reflect on their learning and how well they were able to address a new acquaintance and introduce themselves. Encourage the students to record new words and phrases and describe an example of when they could use what they learned in the future.	➢ A puppet for each student.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they pair up to greet and introduce themselves to one another. Use the rating scale to assess how well students are able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships c. exchange some basic personal information	➢ **Information Exchange** Provide a template for students to use to share their own personal information, such as their name and age. Have the students work with a partner, each writing the required information in the template. Using previously learned sentence patterns, have them practise exchanging personal information with one another; i.e., provide their own information and ask for and record their partners' information. ➢ **Inside–Outside Circle Interviews** Ask the students to form two circles, one inside the other. With music playing, one circle walks in one direction while the other circle walks in the opposite direction. When the music stops, have the students interview the students opposite them, asking questions such as ਤੁਹਾਡਾ ਕੀ ਨਾਂ ਹੈ? (What is your name?), ਤੁਸੀਂ ਕੱਥੇ ਰ ਹੰਦੇ ਹੋ? (Where do you live?), ਤੁਹਾਡਾ ਮੰਨ ਪਸੰਦ ਰੰਗ ਕਹੜਾ ਹੈ? (What is your favourite colour?), ਤੁਹਾਡਾ ਮੰਨ ਪਸੰਦ ਵਸ਼ਾ ਕਹੜਾ ਹੈ? (What is your favourite subject?) ➢ **All about Me Posters** Have the students create posters that share basic personal information; e.g., name, age, favourite sport/activity, family members, pets. Ask the students to share their posters with the class and display them in the classroom.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • exchange some basic personal information?	
➢ **Anecdotal Notes** Observe students as they share personal information with a partner. Record anecdotal notes of the extent to which students are able to exchange some basic personal information (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Personal information template.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they interview one another. Students use the checklist to determine if their peers are able to exchange some basic personal information (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Punjabi music.
➢ **Rubric** Create an outcome-based rubric and share it with students before they create their All about Me posters. Use the rubric to evaluate how well students are able to exchange some basic personal information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials, student photographs.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.1 discover and explore a. investigate the immediate environment	➢ **Touring the School** Guide the students around the school (inside and/or outside), teaching applicable vocabulary. Have the students help prepare and place Punjabi labels at various locations. Assure the labels are neat, clear and well affixed. Have the students then review the new vocabulary as they move around the school. **Extension** Have the students lead a guest around the school, naming various locations in Punjabi. ➢ **Finding Locations or Objects** Divide the students into pairs and provide each pair with simple directions, in Punjabi, on how to find a familiar location or object within the school or school grounds (e.g., fire extinguisher, fire exit, public telephone, trophy display cabinet, school notice board, home plate on the baseball diamond, bus stop, loading zone, recycle bins). Upon their return, have the students lead the class to the location or object.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • investigate the immediate environment?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they tour the school. Use the checklist to assess if students are able to investigate the immediate environment (see sample blackline master in Appendix E: Observation Checklist).	➢ Labels, marker(s) and tape.
➢ **Anecdotal Note** Observe students as they follow directions to find objects or locations. Record anecdotal notes of the extent to which students are able to investigate the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Directions to locations or objects (one per pair of students).

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. investigate the immediate environment	➢ **Listen and Move, Stop and Answer** Have the students move around the room as Punjabi music plays. Stop the music periodically and call on individual students to respond to questions like ਤੁਹਾਡੇ ਸਾਹਮਣੇ ਕੀ ਹੈ? (What is in front of you?), ਤੁਹਾਡੇ ਨਜ਼ਦੀਕ ਕੌਣ ਹੈ? (Who is near you?), ਕੀ ਤੁਹਾਨੂੰ ਗਰਮੀ ਲੱਗ ਰਹੀ ਹੈ, ਸਰਦੀ ਲੱਗ ਰਹੀ ਹੈ ਜਾਂ ਤੁਸੀਂ ਠੀਕ ਹੋ? (Do you feel hot, cold or are you alright?), ਕੀ ਤੁਹਾਨੂੰ ਸੰਗੀਤ ਪਸੰਦ ਹੈ? (Do you like this song?), ਤੁਹਾਨੂੰ ਸੰਗੀਤ ਸੁਣ ਕੇ ਕਸ ਤਰ੍ਹਾਂ ਮ ਹਸੂਸ ਹੁੰਦਾ ਹੈ? (How do you feel after hearing a song?) ➢ **Blind Identification** Have the students work in pairs, taking turns being the guide and being blindfolded. The guide slowly and carefully walks around the classroom with the blindfolded student, stopping at various locations, such as in front of the board, in the doorway, in front of a window, beside a desk. Encourage the blindfolded students to use their senses to determine where they are or what is in front of them and to describe this in Punjabi. Alternatively, have the guides place small classroom items in their hands for identification (e.g., board eraser, globe, pointer). Have the students switch roles and repeat the activity. **Caution** Teachers should consider adapting this activity for students with special needs. ➢ **Exploring the School Grounds** Introduce and teach vocabulary related to the outdoor school environment, such as ਘਾਹ (grass), ਅਸਮਾਨ (sky), ਪੱਤੇ (leaves), ਸਕੂਲ (school), ਦਰਵਾਜ਼ਾ (door), ਘੰਟੀ (bell). Ask the students to record the vocabulary. Review descriptive vocabulary such as colours. Invite the students to go outdoors to observe and write brief descriptions of the outdoor environment. Encourage them to draw pictures to accompany their descriptions. Arrange the students into pairs and have them share their descriptions with their partners.

A–5.1
discover and explore

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- investigate the immediate environment?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they respond to questions about the things around them. Use the checklist to assess if individual students are able to investigate the immediate environment (See sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they use Punjabi to describe classroom objects. Students use the rating scale to assess how well they are able to investigate the immediate environment (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Anecdotal Notes**
Observe students as they explore the school grounds and write and draw descriptions. Record anecdotal notes of the extent to which students are able to investigate the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Music, audio player.

➢ Blindfolds (one per pair).

➢ Sentence/word strips, pocket chart/word wall.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. gather simple information **A–5.2** gather and organize information	➢ **What's in the Bag?** Review questioning vocabulary. Hold up a container with a mystery item in it. Ask the students to try to guess the item in the container by asking simple questions. Once they have guessed the item, the item can be replaced and another round played. ➢ **Favourite Foods** Bring in three Punjabi foods: e.g., ਸਮੋਸਾ (samosa), ਜਲੇਬੀ (jalabi), ਲੱਡੂ (ladoo). Have the students sample the foods and survey their classmates about their favourite out of the three choices. Have the students then create a bar graph using the information they have gathered. ➢ **Researching Using Multimedia** Ask the students to collect simple information on a given topic studied in class; e.g., countries where Punjabi is spoken, cultural celebrations. Encourage the students to use the Internet, CD–ROMs or other multimedia sources to gather information. **Caution** Students should be monitored when they use the Internet.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • gather simple information?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they ask questions about the mystery object. Use an observation checklist to assess if students are able to gather simple information (see sample blackline master in Appendix E: Observation Checklist).	➢ Container to hide mystery item, several mystery items (familiar items).
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they survey their classmates and record which of the three foods they liked best. Use the rating scale to assess how well students are able to gather simple information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Three Punjabi foods (enough for each student to sample), graph paper.
➢ **Anecdotal Notes** Observe students as they collect information from multimedia resources. Record anecdotal notes of the extent to which students are able to gather simple information (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Multimedia resources, Internet.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

A–5.2
gather and organize information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. organize items in different ways	➢ **Grouping** Provide each student with labelled picture cards displaying items that could be organized into categories. For example: – food groups and foods within those groups; e.g., ਫ਼ਲ – ਕੇਲਾ, ਸੰਤਰਾ, ਅੰਗੂਰ, ਸੇਬ, ਅੰਬ (fruit—banana, orange, grapes, apple, mango) ਸਬਜ਼ੀਆਂ – ਗੋਭੀ, ਆਲੂ, ਮਟਰ, ਗਾਜਰ (vegetables—cauliflower, potato, peas, carrots) – human body parts; e.g., ਸਰੀਰ ਦੇ ਅੰਗ (parts of the body), ਬਾਂਹ (arm), ਕੂਹਣੀ (elbow), ਗੁੱਟ। (wrist), ਉਂਗਲਾਂ (fingers). Have the students organize the cards into groups. ➢ **Shoe Shuffle** Ask the students to sit in a circle, take their shoes off and place them in the middle. Have the students share their ideas on how to organize the shoes; e.g., by colour, material, in pairs, laces/no laces, big/small. Provide vocabulary as the need arises, recording and posting new words, phrases and expressions for future reference. Once the organization is complete, review the categories as a class.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • organize items in different ways?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they organize the picture cards into categories. Use the rating scale to assess how well students are able to organize items in different ways (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Picture cards.
➢ **Anecdotal Notes** Observe students as they discuss ways to organize the shoes. Record anecdotal notes of the extent to which students are able to organize items in different ways (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize problem-solving situations in the immediate environment	➢ **Classroom Problems** Invite the students to create posters highlighting potential problems in the classroom, such as forgetting your homework, breaking a window, losing your pen. Ask the students to draw a picture of the problem and provide a written solution in Punjabi. The solution should include key survival phrases taught throughout the year. Mount the posters in the classroom for student reference. **Extension** Have the students dramatize the situations described in their posters.
A–5.3 solve problems	➢ **Problem-solving Skits** Provide various scenarios that describe problems; e.g., becoming lost in a strange city, forgetting an assignment at home, losing someone's phone number. Ask the students to create skits that involve finding a solution to the problem and present their skits to the class. Consider recording the skits so that students can view their performances.
	➢ **Help!** Review the vocabulary for school personnel with students. Brainstorm various situations at school where students would need help from school personnel, such as forgetting lunch at home, forgetting field trip money, needing to go to the library to get books for a project, seeing a Grade 1 boy lost in the hallway. Discuss phrases or words in Punjabi that would be used to solve these problems. With students in pairs or small groups, call out a scenario and have them act it out, using their recently acquired vocabulary.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes.**

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize problem-solving situations in the immediate environment?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create posters reflecting potential problems in the classroom. Students use the checklist to determine if they are able to recognize problem-solving situations in the immediate environment (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Poster materials.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create skits related to problem solving. Use the rating scale to assess how well students are able to recognize problem-solving situations in the immediate environment (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ Various problem scenarios.

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they act out various scenarios. Students use the checklist to determine if they are able to recognize problem-solving situations in the immediate environment (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ Chart paper.

ਨਾਮ (Name): _____ ਤਰੀਕ (Date): _____

ਮੈਨੂੰ ਪਤਾ ਹੈ ਕੀ ਕਰਨਾ ਹੈ ਜੇ: (I know what to do if …)	ਹਾਂ ਜੀ (Yes)	ਨਹੀਂ ਜੀ (No)
1. ਜੇ ਮੇਰਾ ਦੁ ਪਹਰ ਦਾ ਖਾਣਾ ਘਰ ਰ ਹ ਜਾਵੇ। (If I forget my lunch at home.)		
2. ਜੇ ਮੇਰੀ ਤਬੀਅਤ ਠੀਕ ਨਾ ਹੋਵੇ। (If I'm not well.)	_____	_____
3. ਜੇ ਮੈਂ ਲਾ ਏਬ੍ਰੇਰੀ ਦੀਆਂ ਕਤਾਬਾਂ ਬਦਲਵਾਉਣੀਆਂ ਹੋਣ। (If I have to exchange my library books.)	_____	_____
4. ਜੇ ਮੈਂ ਘਰ ਫ਼ੋਨ ਕਰਨਾ ਹੋਵੇ। (If I have to phone home.)	_____	_____

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.4 explore opinions and values a. listen attentively to the opinions expressed	➢ **Listening to Likes and Dislikes** Brainstorm vocabulary terms related to a previously studied lexical field and record them on the board. As a warm-up activity, ask three students what they like or dislike, with reference to the list. Explain that the others should listen attentively as they may be called upon to repeat the likes or dislikes expressed by these individuals. After the first three students have expressed their opinions, ask individual students about a like or dislike that one of the three expressed; e.g., ਸਮਰਨ ਨੂੰ ਕੀ ਪਸੰਦ ਹੈ? (What does Simran like?), ਗੁਰਪ੍ਰੀਤ ਨੂੰ ਕੀ ਪਸੰਦ ਨਹੀਂ ਹੈ? (What doesn't Gurpreet like?) Several rounds may be played and the vocabulary can be changed after a few rounds.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- listen attentively to the opinions expressed?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they listen to the likes and dislikes of the other students. Use the checklist to assess if students are able to listen attentively to the opinions expressed (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.4 explore opinions and values b. respond sensitively to the ideas and products of others	➢ **Respectful Response Posters** Discuss the importance of respecting the ideas and creations of other students. Emphasize that laughing at or ridiculing other students' ideas or creations is not acceptable classroom behaviour. Have the students create posters in Punjabi, depicting appropriate classroom behaviour related to responding respectfully to the ideas and creations of others. ➢ **Positive and Respectful Expressions** Model positive comments and respectful questions a student might use when discussing another student's project work. Record and post these comments and questions for student reference. When students present their work to the class, encourage the class to respond by using these expressions.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond sensitively to the ideas and products of others?	
➢ **Anecdotal Notes** Observe students as they create posters depicting appropriate classroom behaviour. Record anecdotal notes of the extent to which students are able to respond sensitively to the ideas and products of others (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Poster depicting appropriate classroom behaviour.
➢ **Self-assessment Checklist and Goal Setting** Create an outcome-based self-assessment checklist and share it with students before they discuss each other's work. Students use the checklist to determine if they are able to respond sensitively to the ideas and products of others. Encourage the students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).	➢ Sentence strips, word wall/pocket chart.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. use the language for fun	➢ **Sing or Chant** Encourage the students to learn simple rhymes, songs and poems in Punjabi. Allow the students to work in small groups to prepare one of the songs, rhymes or chants, then present it to the class.
A–6.1 humour/fun	➢ **Tongue Twisters** Provide students with tongue twisters in Punjabi. Allow students time to practise the tongue twisters in partners or in groups. Students present the tongue twisters to the class.
	➢ **Happy Birthday!** Teach the students the birthday song in Punjabi and encourage them to sing it when celebrating classmates' birthdays; i.e., ਤੁਹਾਨੂੰ ਜਨਮ ਦਨ ਮੁਬਾਰਕ । (Happy birthday to you.) ਤੁਹਾਨੂੰ ਜਨਮ ਦਨ ਮੁਬਾਰਕ । (Happy birthday to you.) _____ ਤਹਾਨੂੰ ਜਨਮ ਦਨ ਮੁਬਾਰਕ, (Happy birthday dear ____,) ਤਹਾਨੂੰ ਜਨਮ ਦਨ ਮੁਬਾਰਕ । (Happy birthday to you.)

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language for fun?	
➢ **Learning Log** After learning various rhymes, songs or poems, have the students if they were able to use the language for fun. Ask the students to write the title of their favourite rhyme or song in their learning logs and explain why it is their favourite.	➢ Punjabi children's songs, poems and rhymes.
➢ **Anecdotal Notes** Observe students as they practise and present their tongue twisters. Are they having fun with the language? Are they engaged? Record anecdotal notes of the extent to which students use the language for fun (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Punjabi tongue twisters.
➢ **Anecdotal Notes** Observe students as they sing Happy Birthday to their classmates. Record anecdotal notes of the extent to which students are able to use the language for fun (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language creatively **A–6.2** creative/aesthetic purposes	➤ **Your Own Version** Have the students chant or sing a Punjabi song, poem or nursery rhyme. Once they have mastered the tune and rhythm of a song, ask them to create their own versions, using words related to a theme being studied. Have them practise it and present to the class. ➤ **Acrostic Poems** Invite each student to compose an acrostic poem based on his or her own name or a Punjabi name. Each line should be a word or phrase describing a favourite activity or personal quality; e.g., – ਸ਼ਾਨ (Shaan) – ਸ਼ = ਸ਼ੁਕਰ ਲਈ ਹੈ। (is for being thankful), ਸਾਨੂੰ ਸ਼ੁਕਰ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। (We should be thankful.) – ਨ = ਨੱਚਣ ਲਈ ਹੈ। (is for dancing), ਮੈਨੂੰ ਨੱਚਣਾ ਪਸੰਦ ਹੈ। (I like dancing.) Once students have completed their acrostic poems, encourage them to share their poems with their partners. Display the acrostic poems around the classroom.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language creatively?

➢ **Anecdotal Notes**
Observe students as they create and present their versions of songs, poems or nursery rhymes. Record anecdotal notes of the extent to which students are able to use the language creatively (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
After the students create an acrostic poem, have them reflect on how well they were able to use the language creatively in their acrostic poems; e.g., using sentence starters such as:

- I like the part where I …
- My poem was creative because …

MATERIALS

➢ Handout of song or poem to be taught.

➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for personal enjoyment	➢ **Punjabi at Home** Encourage the students to share oral Punjabi with their families. Have each student develop a plan of what he or she wishes to share in Punjabi. For example, the students may want to share vocabulary that they feel confident using and that their families would find interesting. Conference with each student, offering suggestions and encouraging them to develop simple pictures, a collage or prop(s) to make their sharing more enjoyable. **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary. ➢ **Game Time!** Teach students to play common board games related to the theme being studied in Punjabi, such as Bingo, Snakes and Ladders or memory games. Have the students form small groups and play the games using Punjabi for turn-taking, rolling the dice and other game routines. Post game-related vocabulary for student reference to optimize the use of Punjabi during game playing activities.

A–6.3 personal enjoyment

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language for personal enjoyment?	
➢ **Learning Log** In their learning logs, have the students reflect on whether they enjoyed using the language with their families. Have the students describe what they enjoyed most about sharing what they have learned with others.	➢ None required.
➢ **Anecdotal Notes** Observe students as they interact and use Punjabi during the games. Record anecdotal notes of the extent to which students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Bingo cards, bingo chips, Snakes and Ladders board, dice, game pieces, flash cards.

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Language Competence

General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

LC–1.1 phonology

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. pronounce some simple words and phrases comprehensibly	➢ **Rhymes or Chants** Have the students memorize and recite simple rhymes or chants that highlight different phonological aspects of the Punjabi language. Have the students work in groups to improve their pronunciation. ➢ **Pronunciation Game** Divide the class into two groups and provide each group with a set of cards containing simple words or phrases. Alternating from group to group, have the students read their cards. When a student pronounces the word or expression correctly, the group receives a point. ➢ **Show and Tell (advanced activity)** Have the students describe a common object to the class; e.g., an apple, a person in the class, a classroom object. Remind the students that the complexity of their description is not the focus of the task, but rather that they are expected to be able to pronounce simple words and phrases comprehensibly.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- pronounce some simple words and phrases comprehensibly?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they memorize and recite rhymes or chants. Use the checklist to assess if students are able to pronounce some simple words and phrases comprehensibly (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in the pronunciation game. As students say their words or expressions, record anecdotal notes of how well they are able to pronounce some simple words and phrases comprehensibly (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
After the students describe their objects, have them reflect in their learning logs about how well they pronounce some simple words and phrases comprehensibly. Have the students set goals with specific strategies to improve their pronunciation. Provide the students with sentence starters such as:

- The words I find easy to pronounce are …
- The words I find difficult to pronounce are …

MATERIALS

➢ Punjabi rhymes and chants.

➢ Prepared cards with words and/or expressions.

➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 phonology b. recognize intonation to express meaning, with guidance	➢ **Change the Intonation, Change the Meaning** Have the students modify their intonation to make a simple phrase into a question, imperative or statement; e.g., – ਏਹ ਗੇਂਦ ਹੈ। (This is a ball.) – ਏਹ ਗੇਂਦ ਹੈ? (This is a ball?) – ਏਹ ਗੇਂਦ ਹੈ। (This is a ball!) – ਏਹ ਗੇਂਦ ਹੈ। (This is a ball!) ➢ **Say It with Feeling!** Prepare a set of cards depicting different emotions; e.g., happy/angry/pleading/surprised. Divide the students into groups and have them take turns drawing a card and saying a standard expression in a manner that demonstrates the emotion indicated. For example: ਏਹ ਗੇਂਦ ਹੈ? (This is a ball?) ➢ **Watch and Listen, Then Repeat** Have the students watch a simple video clip, listening carefully for intonation. Discuss examples of intonation used and have the students choose a favourite phrase from the clip and practise it with a similar intonation.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize intonation to express meaning, with guidance?

➢ **Anecdotal Notes**
Observe students as they modify their intonation to change the meaning. Record anecdotal notes of the extent to which students are able to recognize intonation to express meaning, with guidance (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
After the students take turns in saying an expression with different emotions, have them reflect on the experience of recognizing intonation to express meaning. Encourage the students to note how changing intonation can change meaning.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they watch a video clip and mimic the intonations used. Students use the checklist to determine if their peers are able to recognize intonation to express meaning, with guidance (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ None required.

➢ Set of emotion cards.

➢ Simple Punjabi video clip showing examples of intonation.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize and name some high frequency letters of the alphabet and some vowel symbols	➢ **Letter Collages** Have the students create collages of five items that start with a particular letter of the Punjabi alphabet (assign a different letter). Once their collages are completed, have the students compile lists of the items they included in their collages and attach the lists to the collages. Have the students post their collages in alphabetical order, view one another's work and return to their desks. Throw a small foam ball to a student. Have the student move to the "ੳ" collage and say the letter clearly. The student then throws the ball to another student who does the "ਅ" presentation and the process is repeated until all students have had a turn. ➢ **Gurmukhi Bingo** Students play bingo on cards that have commonly used Gurmukhi letters in the game spaces. A student leader calls out a letter and the students mark off their bingo cards accordingly.

LC–1.2
orthography

Note: The Punjabi alphabet has six bindi letters—ਸ਼ ਖ਼ ਗ਼ ਜ਼ ਫ਼ .ਲ਼.
The orthography and pronunciation of these letters may cause confusion and should be used with caution, particularly in the use of borrowed words of Persian and Farsi descent; for example, oral pronunciation of the letters *f* and *ph* would be articulated as:
f = ਫ਼
ph = ਫ.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and name some high frequency letters of the alphabet and some vowel symbols?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create and present letter collages. Use the rating scale to assess how well students are able to recognize and name some high frequency letters of the alphabet and some vowel symbols (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Anecdotal Notes**
Observe students playing bingo with commonly used Gurmukhi letters and some vowel symbols. Record anecdotal notes of how well students recognize and name some high frequency letters of the alphabet and some vowel symbols (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Magazines, scissors, glue, foam ball.

➢ Letter bingo cards (one per student), bingo chips.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. write their own name and some words	➢ **Identify and Write It** Fill a box with items from a particular lexical field being studied. Describe an item to the students and reveal it after they have attempted to guess what it is. Have the students write down the words in their learning logs.
LC–1.2 orthography	➢ **Nameplates** Introduce students to writing their names in Punjabi. Have the students create nameplates for their lockers or desks (if appropriate) with their names and words that describe them.
	➢ **Label Making** Have the students create Punjabi labels to post around the classroom. For example: – ਦਰਵਾਜ਼ਾ (door) – ਬਾਰੀ (window) – ਚੱਟਾ ਬੋਰਡ / ਚੱਟੀ ਸਲੇਟ (whiteboard).

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- write their own name and some words?

➢ **Learning Log**
Have the students reflect on their ability to write their own name and some words. Encourage them to write the newly learned words in their learning logs and describe anything they find challenging about writing the words.
  - What I enjoyed most is …
  - What I find challenging is …

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create nameplates. Use the rating scale to assess how well students are able to write their own name and some words in Punjabi (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they label items found in the classroom. Use the checklist to assess if students are able to write their own name and some words in Punjabi (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ A box of items that represent words from certain lexical fields.

➢ Nameplates, markers.

➢ Labels, markers.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 orthography c. be aware of how text is oriented	➢ **Review Samples and Practise** Review various text samples and discuss the way the text is oriented. Prepare several simple sentences in Punjabi and record them on chart paper. As students read the sentences, have them print the words using a ruler, keeping in mind the orientation of text in Punjabi; e.g., – ਮੇਰਾ ਨਾਮ _____ ਹੈ। (My name is _____.) – ਮੈਂ __ ਸਾਲ ਦਾ /ਦੀ ਹਾਂ। (I am ___ years old.) – ਮੈਨੂੰ ਫੁੱਟਬਾਲ ਖੇਡਣਾ ਪਸੰਦ ਹੈ। (I like playing soccer.) – ਮੈਨੂੰ ਨੀਲਾ ਰੰਗ ਪਸੰਦ ਹੈ। (I like blue.)

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- aware of how text is oriented?

➢ **Anecdotal Notes**
Observe students as they print the sentences. Record anecdotal notes of the extent to which students are aware of how text is oriented (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Chart paper.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a range of words and phrases in familiar contexts, within a variety of lexical fields, including: – self – family – school – any other lexical fields that meet their needs and interests **LC–1.3** lexicon	➢ **Meet My Family and Friends** Have the students create a family or friends photo album or diorama. Have them write descriptions of their family or friends using simple phrases and then express those descriptions orally to a partner with reference to the album or diorama. ➢ **Ready for Dismissal?** Before dismissal or recess, have the students partner up. Model the following sentence patterns and post them if necessary. Have one partner direct the other partner: – ਆਪਣਾ ਕੋਟ ਲੱਭ। ਆਪਣਾ ਕੋਟ ਪਾ। (Find your coat./Put on your coat.) – ਆਪਣੇ ਦਸਤਾਨੇ ਲੱਭ। ਆਪਣੇ ਦਸਤਾਨੇ ਪਾ। (Find your mittens./Put on your mittens.) – ਆਪਣੀ ਟੋਪੀ ਲੱਭ। ਆਪਣੀ ਟੋਪੀ ਪਾ। (Find your hat./Put on your hat.) – ਆਪਣੇ ਬੂਟ ਲੱਭ। ਆਪਣੇ ਬੂਟ ਪਾ। (Find your boots./Put on your boots.) – ਕੀ ਤੁਹਾਡੇ ਕੋਲ ਆਪਣੀ ਪੈਨਸਲ ਹੈ? (Do you have your pencil?) – ਕੀ ਤੁਹਾਡੇ ਕੋਲ ਆਪਣੀ ਕਤਾਬ ਹੈ? (Do you have your book?) Repeat, the activity with the other partner providing instructions. ➢ **Tour of the School (advanced activity)** When a guest arrives in the classroom, have a pair of students take the guest on a school tour, introducing the guest to key personnel, e.g., ਏਹ ਮਸਟਰ ਪਰਾ ਏਸ ਹਨ। ਏਹ ਪ੍ਰੰਸੀਪਲ ਹਨ। (This is Mr. Price. He is the principal.), and pointing out the main rooms of the school; e.g., ਏਹ ਮਊ ਜ਼ਕ ਰੂਮ ਹੈ। (This is the music room.)

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a range of words and phrases in familiar contexts within a variety of lexical fields?

➢ **Rubric**
Create an outcome-based rubric and share it with the students before they create a photo album or diorama of family and/or friends. Use the rubric to evaluate how well students are able to use a range of words and phrases in familiar contexts within a variety of lexical fields (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they provide instructions to their partners. Use the checklist to assess if students are able to use a range of words and phrases in familiar contexts within a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
After the students take the guest on a school tour, have them reflect on how well they were able to use a range of words and phrases related to the school.

MATERIALS

➢ Album, students' photographs of family or friends, diorama materials.

➢ Students' outdoor clothing.

➢ Punjabi-speaking classroom guest prepared to take a school tour.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES

Students will be able to:

LC–1.4 grammatical elements

a. recognize and use, in modelled situations,★ the following grammatical elements:

Nouns
- singular and plural
  ਤਵਾ (singular/masculine)
  ਤਵੀ (singular/feminine)
- adjective agreement (singular) ਪੀਲਾ ਕੇਲਾ

Pronouns
- demonstrative
  ਏਹ, ਉਹ (oral)
  ਏਸ, ਉਸ (written)
- personal (singular)
  ਮੈਂ, ਤੂੰ (ਤੁਸੀਂ), ਏਹ

Verbs
- imperative
  ਚੁੱਪ ਕਰੋ। ਮੇਰੇ ਵੱਲ ਵੇਖੋ। ਰੌਲਾ ਨਾ ਪਾਓ।
- present tense (singular)
  ਮੈਂ ਖੇਡਦਾ ਹਾਂ। ਤੂੰ ਖੇਡਦਾ ਹੈਂ। ਉਹ ਖੇਡਦਾ ਹੈ।

Adverbs
- time (date) ਅੱਜ, ਕੱਲ, ਪਰਸੋਂ
- adverbs of affirmation and negation ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।)
- ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।)

Adjectives
- numbers
  ਪੰਜ ਕਤਾਬਾਂ, ਏੱਕ ਦਨ,
  ਡੇਢ, ਦਾਅ,
  ਦਸਮਾ ਹੱਸਾ, ਦਸਮੇ ਥਾਂ

SAMPLE TEACHING AND LEARNING ACTIVITIES

➢ **Imperative Commands**
Model simple classroom commands in imperative form. Have the students imitate you after each command, then follow the command. Ask student volunteers to give the commands. Then, divide the students into partners and have them give each other commands. When these commands become routine, introduce new imperative phrases.

➢ **Likes and Dislikes/Digital Slide Shows**
Have the students create small booklets or digital slide shows with pictures or photographs of things they like or dislike. Each photograph should be accompanied by a sentence in Punjabi explaining what it is that they like or dislike. Model simple sentence patterns and post them on chart paper for student reference. Encourage the students to follow the sentence patterns when writing their descriptions.

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and use, in modelled situations, the [given] grammatical elements?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they give and respond to classroom commands. Use the rating scale to assess how well students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., imperative tense (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create booklets or digital slide shows. Use the rubric to evaluate how well students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., singular and plural nouns (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ None required.

➢ Booklet materials, photographs, pictures from magazines, computer with digital slide show software.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand simple spoken sentences in guided situations	➢ **Who Is It?** Post several pictures of different people, numbering each picture. In Punjabi, describe each person without telling the students which person you are describing. Have the students listen and guess who you are describing.
LC–2.1 listening	➢ **Understanding Punjabi Recipe Instructions** In Punjabi, demonstrate and explain how to prepare a simple Punjabi recipe. Divide the students into groups and provide them with the materials necessary to make the recipe. Ensure the vocabulary for the recipe is discussed and posted. Guide the students in making the food item with step-by-step oral instructions. After the item is made, allow the students time to eat and share it. **Extension** Have student groups prepare a simple Punjabi recipe and guide other students in following the recipe. Compile the recipes in a class recipe book.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand simple spoken sentences in guided situations?

➢ **Anecdotal Notes**
Observe students as they listen to the description of a person and guess who it is. Record anecdotal notes of the extent to which students are able to understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Create an outcome-based rubric and share it with students before they follow your oral recipe instructions. Use the rubric to evaluate how well students understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Numbered pictures of different people posted around the classroom.

➢ Simple Punjabi recipe, ingredients for each group, cooking/baking materials.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce simple oral words and phrases in guided situations	➢ **Origami Finger Game** Have the students create an origami cut-and-fold finger game (see Appendix C: Planning Tools). On the four outside sections, have the students spell out four different colours. On the eight middle sections, have the students spell out eight numbers. On the inside sections, have the students write eight common questions related to the theme of study using vocabulary they have learned. Have students play their origami finger game with each other in groups of two or three. Encourage them to use Punjabi as much as possible.
LC–2.2 speaking	➢ **Flash Card Bingo** Have the students play a game using flash cards and corresponding bingo cards. The flash card pictures are also shown on the bingo cards; e.g., clothes, foods, animals, classroom objects, body parts, action verbs. After reviewing the vocabulary, appoint a bingo caller to pull one flash card at a time, clearly naming the item shown so students can mark their bingo cards. Have the students repeat the items after the caller. When bingo is called, have the potential winner call out the items marked as the caller checks each item against the pile of flash cards.
	➢ **Fast Food Role-plays** Brainstorm, post and practise the vocabulary associated with fast food restaurants; e.g., foods served, how to order, to go/to stay, prices, counting change. Have two students act out a scene of ordering a ਸਮੋਸਾ (samosa) and a small bottle of juice. Divide the students into small groups and have them prepare role-plays based on a fast food theme. Once students have had time to prepare and practise, have them present their role-plays to the class.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • produce simple oral words and phrases in guided situations?	
➢ **Anecdotal Notes** Observe students as they play their origami finger game. Record anecdotal notes of how well students are able to produce simple oral words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Materials to create the origami finger game.
➢ **Observation Checklist** Observe students as they play bingo. Use an outcome-based checklist to assess if students are able to produce simple oral words and phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Flash card bingo sets, bingo chips, beans or buttons.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they role-play vocabulary associated with fast food restaurants. Use the checklist to assess if students are able to produce simple oral words and phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Posted fast food vocabulary, props.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. engage in simple interactions, using short, isolated lexical phrases **LC–2.3** interactive fluency	➢ **Simple Phrases Role-plays** Brainstorm simple phrases students have learned in class and record them on the board for future reference. Divide the students into pairs and allow them time to discuss a situation in which they can use the expressions; e.g., a short telephone call, running into a friend on the street, buying a small item at the market, registering for a sports activity. Have each pair act out a scene for the class using the learned phrases. ➢ **Let Me Introduce …** Have the students role-play an introduction in pairs. One student pretends to be new to the school, while the other introduces the new student to the class in Punjabi. ➢ **Playing Games** Have the students play board or card games using Punjabi to identify colours and numbers and for taking turns. Encourage the students to interact with others in Punjabi as much as possible.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in simple interactions, using short, isolated lexical phrases?	
➢ **Rating Scale** Create an outcome-based checklist and share it with students before they perform role-plays using the simple phrases. Use the rating scale to assess how well students are able to engage in simple interactions, using short, isolated lexical phrases (see sample blackline master in Appendix E: Rating Scale).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they role-play introducing new students. Use the checklist to assess if students are able to engage in simple interactions, using short, isolated lexical phrases (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe the students as they are engaged in playing games. Record anecdotal notes of the extent to which students are able to engage in simple interactions, using short, isolated lexical phrases (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Board games, card games.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.1 reading a. understand simple written words and phrases in guided situations	➢ **Drawing by Instruction** Have the students follow simple written instructions to create a simple drawing.
	➢ **Treasure Hunt** Create a treasure hunt in the classroom or school yard. Write simple sentences and instructions and place them at various checkpoints. Arrange the students into small groups and have them follow the instructions to find each checkpoint, collecting markers along the way to the treasure at the final checkpoint.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand simple written words and phrases in guided situations?

➢ **Rating Scale**
Create an outcome-based checklist and share it with students before they follow instructions to create a simple drawing. Use the rating scale to assess how well students are able to understand simple written words and phrases in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they follow the instructions of the treasure hunt. Students use the rating scale to assess how well they are able to understand simple written words and phrases in guided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Simple instructions students are capable of following.

➢ Clues and instructions on cards, checkpoints, checkpoint markers, treasure.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce simple written words in guided situations *(continued)*	➢ **Comic Strips** White out the speech bubbles of simple, age-appropriate comic strips. Write the text from each bubble in a scrambled order at the bottom of the page. Challenge the students to write the appropriate phrase in each empty speech bubble of the comic strip. Allow students to ask you questions and to ask for help from other students. Have the students share their cartoons in small groups. ➢ **Picture Books** Have the students create thematic picture books for younger students using simple Punjabi words based on lexical fields, such as self, family, neighbourhood and school. ➢ **Multimedia Presentations** Have the students create a Web site or digital slide show presentation based on a theme, using clip art or photographs with simple captions. Have the students present their products to the class.

LC–3.2
written production

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple written words in guided situations?

➢ **Anecdotal Notes**
Observe students as they write phrases for the comic strips. Record anecdotal notes of the extent to which students are able to produce simple written words in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Conferencing**
Meet with students and have them share their books with you. Discuss how well students were able to produce simple written words in guided situations and set goals for their future learning.

➢ **Rating Scale**
Create an outcome-based checklist and share it with students before they create a multimedia presentation. Use a rating scale to assess how well students are able to produce simple written words in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Cartoon strip with bubbles whited out—one copy per student.

➢ Markers, paints.

➢ Computer with slide show software, Web site building software, digital camera, pictures, clip art.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.2 written production a. produce simple written words in guided situations	➢ **Making Flip Books** Ask the students to prepare a set of nouns, verbs and prepositional phrases. Have them write the nouns on the top section of a piece of paper divided into three sections, the verbs on the middle section and prepositional phrases on the bottom section. Bind the booklets so that students can flip the pages to make sentences. Have them write some of the silly sentences in their learning logs. ➢ **Game Boards** Give the students a blank game board; e.g., Snakes and Ladders. Have them write simple Punjabi directions on the different squares; e.g., ਦੋ ਥਾਂ ਅੱਗੇ ਚੱਲੋ । ਇਕ ਥਾਂ ਹੇਠਾਂ ਚੱਲੋ । (move two spaces, go down one space).

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • produce simple written words in guided situations?	
➢ **Learning Log** After creating their flip books, have the students reflect on how well they were able to produce simple written words in guided situations. Invite them to describe any difficulties they had.	➢ Materials to make flip books.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create their own game boards. Use the rating scale to assess how well students are able to produce simple written words in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Blank game boards; e.g., Snakes and Ladders.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. derive meaning from visuals and other forms of nonverbal communication in guided situations **LC–3.3** viewing	➢ **Punjabi Artists** Bring in samples of the work of Punjabi artists, such as Jarnail Singh and Sobha Singh. Discuss the artists and their works. Ask the students to describe the art orally, using familiar words and phrases. ➢ **Story Board (advanced activity)** Show a short video without the sound. Encourage students to pay particular attention to the nonverbal communication demonstrated. After viewing the video, have the students pair up and complete a storyboard with simple sentences in Punjabi and pictures based on the nonverbal communication from the video. ➢ **Clothing Collages** Provide the students with a variety of Punjabi catalogues or magazines. Divide the students into small groups and have them create a clothing collage, indicating the situations in which the different articles of clothing would be worn.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- derive meaning from visuals and other forms of nonverbal communication in guided situations?

➢ **Anecdotal Notes**
Observe students as they describe the artwork. Record anecdotal notes of how well students derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Create an outcome-based rubric and share it with students before they create story boards based on the nonverbal communication in the video. Use the rubric to evaluate how well students are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create a clothing collage that shows clothing for different situations. Students complete the self-assessment checklist to assess how well they are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Artwork by Punjabi artists from books, magazines or Internet.

➢ Short video.

➢ Punjabi catalogues, magazines, glue, scissors, markers, construction paper.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use visuals and other forms of nonverbal communication to express meaning in guided situations	➢ **Ordering Pictures from a Story** Prepare a set of pictures that tell a simple story then scramble them. Describe the scrambled pictures in Punjabi and place them on the wall or chalkboard ledge. Have the students rearrange the pictures into an order that makes sense of the story.
LC–3.4 representing	➢ **Story Summary in Pictures** Read a simple Punjabi story aloud. Have the students draw pictures to illustrate the main events of the story. Ask the students to exchange their illustrated summaries and discuss differences or similarities between them.
	➢ **Nonverbal Games** Have the students play Pictionary or charades with vocabulary related to lexical fields being studied.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use visuals and other forms of nonverbal communication to express meaning in guided situations?	
➢ **Anecdotal Notes** Observe students as they order the picture cards. Record anecdotal notes of how well individual students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Prepared set of pictures telling a simple story.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they draw pictures summarizing the story. Use the checklist to determine if students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Simple Punjabi story to read aloud.
➢ **Anecdotal Notes** Observe students as they participate in the Pictionary or charades game. Record anecdotal notes of how well they use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Vocabulary words or phrases.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. speak at a volume appropriate to immediate environments	➢ **Simple Punjabi Role-plays** Facilitate class discussion on speaking at an appropriate volume. Brainstorm situations where register might change; e.g., library, sporting event, concert, classroom. Have the students act out simple plays for different scenarios, using appropriate expression, tone and volume for each situation. After each role-play, discuss why the register used was appropriate.
LC–4.1 register	➢ **Volume on the Phone** Have the students use toy telephones in pairs to conduct simple conversations. Remind them to use an appropriate volume for telephone conversations in different situations; e.g., on a cell phone, at a pay phone, at home. Student 1: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ । (Hello.) Student 2: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ । (Hello.) Student 1: ਤੁਸੀਂ ਕੌਣ ਬੋਲ ਰਹੇ ਹੋ ? (Who am I speaking with?) Student 2: ਮੈ _____ ਬੋਲ ਰਹਾ / ਰਹੀ ਹਾਂ। (I'm _____.) Student 1: ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ ? (How are you?) Student 2: ਠੀਕ ਹੈ । ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ ? (I'm fine. How are you?) Student 1: ਠੀਕ ਹੈ । (I'm fine.) Student 2: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ । (Goodbye.) Student 1: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ । (Goodbye.)

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- speak at a volume appropriate to immediate environments?

➢ **Anecdotal Notes**
Observe students as they engage in simple role-plays. Record anecdotal notes of the extent to which students are able to speak at a volume appropriate to immediate environments (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they conduct simple conversations using a toy telephone. Use the checklist to note if students speak at a volume appropriate to immediate environments (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ Toy telephones.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. respond to tone of voice **LC–4.1** register	➢ **Noting the Emotion** Prepare a worksheet of different Punjabi statements. Put four faces beside each statement—one happy, one sad, one angry and one indifferent. Use different expressions to read the statements and have the students colour in the face that reflects your tone of voice as you read each statement. ➢ **Total Physical Response** Ask the students to respond to your tone of voice by standing on their tiptoes when you speak in a happy voice, squatting when you speak in an angry voice and standing normally when you speak in a normal voice. Model the actions with the students while changing your tone of voice several times. After a few tries, speed up or slow down how often you change your tone of voice.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond to tone of voice?	
➢ **Learning Log** Have the students reflect in their learning logs on how well they were able to respond to tone of voice. Have them describe strategies they used to distinguish between the different emotions expressed.	➢ Prepared worksheet for each student.
➢ **Anecdotal Notes** Observe the students' responses as you change your tone of voice. Record anecdotal notes of the extent to which they are able to respond to tone of voice (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

LC–4.2
idiomatic expressions

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. imitate age-appropriate idiomatic expressions	➢ **Game Play Idioms** When playing board games, encourage students to practise simple idiomatic expressions learned in class; e.g., ਜ਼ਮੀਨ ਅਸਮਾਨ ਦਾ ਫ਼ਰਕ (difference between the ground and sky—meaning the difference between two things is tremendous), ਅੱਖਾਂ ਦਾ ਤਾਰਾ (star of my eye—meaning something I value), ਚਾਰ ਸੌ ਵੀਹ (four hundred twenty—meaning to trick someone). ➢ **Idiom Introduction** Introduce the students to different idiomatic expressions. Practise them and list them on the board. Present simple scenarios orally in Punjabi. After hearing each scenario, have the students call out with the appropriate idiomatic expression. ➢ **Magazine Idiom Search** Collect a variety of magazines from various Punjabi-speaking countries. Ask the students to look in the ads to see if they can identify idiomatic expressions. Have the students collect idiomatic expressions and related pictures and create class collages. If Punjabi magazines are not available, have the students use English magazines to collect pictures and write relevant idiomatic expressions in Punjabi.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • imitate age-appropriate idiomatic expressions?	
➢ **Anecdotal Notes** Observe students as they practise simple idiomatic expressions while playing the board games. Record anecdotal notes of how well they are able to imitate age-appropriate idiomatic expressions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Board games.
➢ **Learning Log** Have the students reflect on their learning and how well they were able to imitate age-appropriate idiomatic expressions. Ask them to record the new idiomatic expressions and note which ones are difficult, interesting or unusual. Which one did they like the best?	➢ List of idiomatic expressions, simple scenarios related to these idioms.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they collect and display a collage of idioms. Use the checklist to assess if students are able to imitate age-appropriate idiomatic expressions (see sample blackline master in Appendix E: Observation Checklist).	➢ Punjabi and English magazines, glue, scissors, construction paper.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.3 variations in language a. experience a variety of voices	➢ **Punjabi Guest Speakers** Invite guest speakers from different areas of the world with different voices and accents to speak to students in Punjabi. Ask the guests to speak about their homeland or read a passage. Ask the students to prepare questions for the speakers. Possible contacts for potential guests include Punjabi Associations, Pakistan Associations. ➢ **Listen for Accents** Have the students listen to recordings of speakers of Punjabi who come from different areas of the world. Facilitate a class discussion about what the students notice about their different accents. Extend this to discuss different English accents students have experienced; e.g., Australian, American, English, different regions of Canada.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- experience a variety of voices?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they listen to the guest speakers. Students use the checklist to determine if they are able to experience a variety of voices (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Learning Log**
After listening to and discussing the different speakers, have the students reflect on their learning and record their thoughts about the different accents in Punjabi. Encourage the students to draw on their own experiences with languages and accents; e.g.,
- I noticed that …
- When I notice someone has an accent, I…
- What I found interesting was …

MATERIALS

➢ Guest speakers.

➢ Recordings of different Punjabi accents.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.4 social conventions a. imitate simple routine social interactions	➢ **Simple Social Role-plays** Brainstorm and discuss simple routine social interactions based on various situations, for example: – entering a classroom late – asking to leave the classroom – working in groups – meeting the principal in the hallway – on the playground with a friend – at a party – at the Gurdwara. Have the students prepare role-plays that demonstrate appropriate social interactions and share their role-plays with the class.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- imitate simple routine social interactions?

➢ **Anecdotal Notes**
Observe students as they participate in the discussion and role-plays of simple social interactions. Record anecdotal notes of how well they are able to imitate simple routine social interactions (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. use basic social expressions appropriate to the immediate environment	➢ **Classroom Expressions** At the beginning of the school year, have the students make posters indicating common classroom phrases and questions; e.g., ਕੀ ਮੈਂ ਆਪਣੀ ਪੈਨਸਲ ਤੱਖੀ ਕਰ ਲਵਾਂ? (May I sharpen my pencil?), ਮੈਂ ਏਹ ਕਸ ਤਰ੍ਹਾਂ ਆਖਾਂ? (How should I say this?), ਕੀ ਮੈਂ ਪਾਣੀ ਪੀਣ ਜਾਵਾਂ? (May I have a drink of water?), ਏਹ ਕੀ ਹੈ? (What is this?) ਦਰਵਾਜ਼ਾ ਬੰਦ ਕਰੋ। ਦਰਵਾਜ਼ਾ ਖੋਲ੍ਹੋ। - (Close the door. Open the door.) Display these posters in the classroom and encourage the students to use these expressions in the classroom as appropriate. ➢ **Manners Expressions** Teach the vocabulary for polite interactions; e.g., ਕਰਪਾ ਕਰਕੇ (please), ਧੰਨਵਾਦ / ਸ਼ੁਕਰੀਆ (thank you), ਜੀ ਆ ਏਆਂ ਨੂੰ ਜੀ (you are welcome), ਮਾਫ਼ ਕਰਨਾ (excuse me). Encourage the students to use this vocabulary when interacting with each other and with adults in the classroom or school. ➢ **What Is Appropriate** Display photographs of various locations in the school, home, community and world. Discuss appropriate behaviours for each setting; e.g., ਲਾ ਏਬ੍ਰੇਰੀ ਵਚ ਰੋਲਾ ਨਾ ਪਾ। (Don't make noise in the library.), ਹੋਲੀ ਬੋਲੋ! (Don't speak so loudly or speak slowly.), ਚੁੱਪ ਕਰੋ। (Be quiet.), ਧਆਨ ਨਾਲ। (carefully), ਦੁਕਾਨ ਤੇ, ਕਤਾਰ ਵਚ ਖੜ੍ਹ ਕੇ , ਅਪਣੀ ਵਾਰੀ ਉਡੀਕੋ। (wait in line at a store, for your turn). Students then create posters with Punjabi expressions to encourage appropriate behaviour for each setting. For example, be quiet in the library.

LC–4.4
social conventions

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use basic social expressions appropriate to the immediate environment?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create their posters. Use the checklist to assess if students are able to use basic social expressions appropriate to the immediate environment (see sample blackline master in Appendix E: Observation Checklist).	➢ List of common classroom expressions, poster materials.
➢ **Anecdotal Notes** Observe students as they use manners expressions in the classroom throughout the year. Record anecdotal notes of how well they are able to use basic social expressions appropriate to the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Learning Log** After discussing appropriate behaviours, students determine how well they encourage other group members to participate. Students can complete the following statements: – To encourage someone to participate, I can say _____." – If I don't know what is appropriate to say, I can _____."	➢ Poster materials, markers.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand the meaning of, and imitate, some common nonverbal behaviours used in Punjabi culture **LC–4.5** nonverbal communication	➢ **Nonverbal Dialogues** Have the students work with a partner, engaging in a dialogue in which one of them pretends to be unable to speak. As the speaking partner asks questions or makes requests, the other person responds nonverbally, using previously taught gestures typical of Punjabi. Before the activity, review various cultural nonverbal behaviours; e.g., – ਏੱਥੇ ਆ (calling someone toward you with your hand, palm down moving the fingers) – ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ (joining your hands together when saying hello). ➢ **Eating Behaviours** In pairs, have the students discuss, demonstrate and practise appropriate table manners and eating behaviours typical of Punjabi culture. Ask the students to model these behaviours for other student groups. ➢ **Note the Nonverbal Behaviours** Have the students watch a video in Punjabi and record their observations of cultural nonverbal behaviours. After the video, discuss the nonverbal behaviours noted and what they mean. Create a class chart of these cultural nonverbal behaviours and encourage the students to use them throughout the year.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand the meaning of, and imitate, some common nonverbal behaviours used in Punjabi culture?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they engage in dialogues using cultural nonverbal behaviours. Use the checklist to assess if students are able to understand the meaning of, and imitate, some common nonverbal behaviours used in Punjabi culture (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe as students practise eating behaviours typical of Punjabi culture. Record anecdotal notes of the extent to which students are able to understand the meaning of, and imitate, some common nonverbal behaviours used in Punjabi culture (see sample blackline master in Appendix E: Anecdotal Notes)	➢ Props needed to practise appropriate table manners and eating behaviours; e.g., dishes, cutlery, placemat, menus, bills.
➢ **Learning Log** After viewing and discussing the video, have the students reflect on their learning and how well they were able to understand the meaning of, and imitate, some common nonverbal behaviours used in Punjabi culture. Have them write goals for using these nonverbal behaviours in the future.	➢ Punjabi video examples of nonverbal behaviours.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. imitate speech that uses simple link words	➢ **Link Word Game** Arrange the students in a circle or a long snake-like line. Begin the activity by stating something appropriate to the theme being studied; e.g., for clothing, start by saying, "In my suitcase, I will pack a blue t-shirt." Have the first student repeat what you said and use a simple link word to continue the sentence; e.g., "In my suitcase, I will pack a blue t-shirt **and** yellow socks." As each student has a turn, have him or her repeat what all previous students have said and add his or her own ideas. Encourage the students to vary their use of link words, for example: – ਤੇ (and) – ਕ (used with because) – ਜਾਂ (or).
	➢ **Link Words Role-play** With the students, brainstorm various link words used in the Punjabi language. Record all these words and post them for student reference. Arrange the students into small groups and have them create brief role-plays in which they imitate Punjabi conversations using link words.
	➢ **Chain E-mail** Review common link words with the class and then start an e-mail that is to be sent from student to student. When a student receives the e-mail, he or she adds to the text using one or more link words. At the end of the activity, print the e-mail and read it as a class. If e-mail is not available, complete the same activity by passing around a piece of paper for students to write on.

LC–5.1
cohesion/coherence

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • imitate speech that uses simple link words?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they add link words during the game. Use the checklist to assess if students are able to imitate speech that uses simple link words (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they brainstorm link words for their role-plays. Use the rubric to evaluate how well students are able to imitate speech that uses simple link words (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Chart paper.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they add a phrase to an e-mail passed on from student to student. Students use the rating scale to assess how well they are able to imitate speech that uses simple link words (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Computers with e-mail access.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experience a variety of oral text forms **LC–5.2** text forms	➢ **Listen and Sing** Listen to a variety of current popular Punjabi songs. As a class, choose a favourite song and read the lyrics. Practise the song as a class and encourage the students to memorize the chorus. ➢ **Oral Text Opportunities** Provide the opportunities for the students to listen to a variety of oral texts; e.g., movies, radio shows, music, children's TV shows, slide show presentations, interviews, weather forecasts, speeches, poetry, plays. Have the students discuss the text forms and record their observations of the Punjabi language used in each of the oral text forms.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience a variety of oral text forms?	
➢ **Anecdotal Notes** Observe students as they listen to and practise singing a popular Punjabi song. Record anecdotal notes of the extent to which students are able to experience a variety of oral text forms (see sample blackline master in Appendix E: Anecdotal Notes).	➢ A variety of current popular Punjabi songs.
➢ **Learning Log** After listening to various oral texts, have the students reflect on how they felt about experiencing a variety of oral text forms in Punjabi. What did they find easy? What did they find difficult? Are there any similarities or differences between English oral texts and Punjabi oral texts?	➢ Collection of Punjabi oral texts.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.2 text forms b. recognize some simple oral text forms	➢ **Name That Oral Text Form** Before class, prepare examples of a variety of oral text forms in Punjabi; e.g., advertisements, announcements, ceremonies, dialogues, interviews, plays, songs, telephone conversations. One at a time, present each form and have the students write what they think it is on a piece of paper. Once all oral text forms have been shared, discuss the students' answers.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some simple oral text forms?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they identify the oral text forms. Use the checklist to assess if students are able to recognize some simple oral text forms (see sample blackline master in Appendix E: Observation Checklist).	➢ A variety of examples of oral text forms in Punjabi.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
LC–5.3 patterns of social interaction	a. respond using very simple social interaction patterns	➢ **Simple Telephone Calls** Using toy telephones, have the students work in pairs and conduct simple conversations based on previously learned social interaction patterns; e.g., calling in sick, calling a friend to arrange a meeting, calling parents to check in. ➢ **Sample Dialogues** With the class, brainstorm simple question–answer, greeting–response dialogues and other simple social interaction patterns. Record sample dialogues on chart paper and post them. Divide the students into pairs and have them practise the various sample dialogues. Address individual students and have them respond to the simple social interaction based on the posted dialogues.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond using very simple social interaction patterns?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they conduct simple telephone conversations. Use the checklist to assess if students are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Observation Checklist).	➢ Toy telephones.
➢ **Anecdotal Notes** Observe students as they practise the dialogues and respond to you. Record anecdotal notes of how well students are able to respond to others using very simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Area to post model dialogues, chart paper.

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Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.1 accessing/analyzing cultural knowledge a. participate in activities and experiences that reflect elements of Punjabi culture	➢ **Punjabi Dancers** Play a piece of Punjabi dance music. Ask the students to close their eyes while the music plays and visualize movements that go with the music selection. Discuss with students the occasions on which people would dance to this piece of music. Demonstrate and teach the steps of a traditional dance to the students. Encourage all students to practise the steps and develop some proficiency. ➢ **Punjabi Event** Prepare a class or school-wide cultural activity related to the Punjabi language and culture; e.g., invite a visiting student or teacher from India, invite a singer to perform, organize a play performance, have a traditional Punjabi meal, organize cultural celebrations. Consider preparing a digital slide show with images from the Punjabi culture to run in the background during the event or to serve as a starting point for a discussion of Punjabi culture.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in activities and experiences that reflect elements of Punjabi culture?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they learn a Punjabi dance. Students use the checklist to determine if they are able to participate in activities and experiences that reflect elements of Punjabi culture (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Learning Log**
After experiencing various cultural activities, have the students reflect on their learning and how well they were able to participate in activities and experiences that reflect elements of Punjabi culture.

- My favourite part was …
- The costumes were …
- This reminded me of …
- I wonder …

MATERIALS

➢ Punjabi dance music, area large enough to demonstrate steps.

➢ Guests and supplies as required for the event.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.1 accessing/analyzing cultural knowledge b. ask questions, using their first language, about elements of Punjabi culture experienced in the immediate environment	➢ **KWL Chart** Prior to participating in a Punjabi cultural celebration, have the students brainstorm what they already know and what they want to know about the celebration. Model the use of a KWL chart, e.g., ਮੈ ਕੀ ਜਾਣਦਾ ਹਾਂ? (What I know), ਮੈ ਕੀ ਜਾਨਣਾ ਚਾਹੁੰਦਾ ਹਾਂ? (What I want to know), ਮੈ ਕੀ ਸੱਖਿਆ? (What I learned), and have the students complete their own charts. ➢ **Interviews** Have the students interview speakers of Punjabi in English to gain a deeper understanding of cultural elements. Have them prepare their questions before the guest's visit, for example, questions about life in India, celebrations, traditional crafts, traditional clothing. Consider video recording this activity for later review. ➢ **Question Board** Create a question board where students can post their questions about elements of Punjabi culture. Periodically review these questions and work in groups or as a class to find the answers to them.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask questions, using their first language, about elements of Punjabi culture experienced in the immediate environment?

➢ **Learning Log**
Following the activity, have the students reflect on their learning and how well they were able to ask questions, using their first language, about elements of Punjabi culture experienced in the immediate environment. What strategies did they use for coming up with questions for their KWL charts?

➢ **Anecdotal Notes**
Observe students as they interview Punjabi-speaking guests. Record anecdotal notes of the extent to which students ask questions, using their first language, about elements of Punjabi culture experienced in the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they post and respond to questions on a question board. Use the checklist to assess if students are able to ask questions, using their first language, about elements of Punjabi culture experienced in the immediate environment (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ KWL charts.

➢ Guest speakers.

➢ Question board.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

GC–1.2
knowledge of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in activities and experiences that reflect elements of Punjabi culture	➢ **Cultural Cooking** Show pictures of traditional Punjabi dishes and display the pictures with the names of the dishes. Discuss the cultural significance of each Punjabi dish. Arrange for the ingredients to be supplied or brought from the students' homes. Demonstrate and discuss food preparation techniques. Arrange the students into small groups and give each group a simple Punjabi recipe and the ingredients necessary to make the food. Have the students share the prepared dishes using appropriate cultural conventions. ➢ **Punjabi Community Event** Have the students participate in a Punjabi cultural event in the community. Afterward, have the students write a short summary of the event in English and share their reflections on the event with the class. ➢ **Pen Pals or E-mail Pals** Arrange for Punjabi-speaking pen pals or e-mail pals for the class. Encourage the students to ask their pals about holidays, foods, hobbies, music preferences and sports and provide information about themselves to their pals. Post sample questions or lead-in statements to facilitate student communication. Have the students keep copies of letters or e-mails sent and received in a folder. After several exchanges, have the students write a summary, in English, of what they learned about the customs and culture of their pals' home countries. Post these summaries and provide time for the students to read them

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in activities and experiences that reflect elements of Punjabi culture?	
➢ **Learning Log** After the Punjabi buffet, have the students reflect on their learning and how well they were able to participate in activities and experiences that reflect elements of Punjabi culture; e.g., – I enjoyed … – I understand that … – Punjabi people enjoy foods like … – I would like to try …	➢ Pictures of food items labelled in Punjabi, ingredients to prepare several simple items, cooking equipment.
➢ **Learning Log** After the students participate in a community Punjabi event, have them reflect on their learning and how well they were able to participate in activities and experiences that reflect elements of Punjabi culture. Students may respond using sentence starters such as: – I enjoyed … – My favourite part was … – I think that …	➢ None required.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they interact with their pen pals or e-mail pals. Students use the rating scale to assess how well they are able to participate in activities and experiences that reflect elements of Punjabi culture (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Pen pals/e-mail pals, guiding questions and phrases, file folders.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

GC–1.3
applying cultural knowledge

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. recognize elements of Punjabi culture in the immediate environment	➢ **Cultural Pictures** Display large posters of typical, culturally unique street scenes from Punjab; e.g., outdoor market, holidays, or have the students find Internet sites showing such scenes. Discuss what is going on in each scene and the cultural significance of the events or items depicted. Discuss similarities and differences between these events or items from and the students' own cultural experiences. ➢ **Cultural Show and Tell** Organize a cultural show and tell in which students bring items from home or the community related to Punjabi culture; e.g., toys, sports equipment, clothing, arts and crafts items, periodicals, comic books, holiday-related items, musical instruments. Have each student research and prepare a short presentation on his or her chosen item. ➢ **Guess the Item** Place interesting Punjabi items; e.g., calendar, blanket, textile, glassware, pottery, painting, vase and statue, in a box. Draw one item at a time from the box and have the students guess what the item is, how it is used, what it is made of and who might use it. Discuss the cultural significance of the items.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize elements of Punjabi culture in the immediate environment?	
➢ **Anecdotal Notes** Observe individual students as they view and discuss scenes depicting cultural elements. Record anecdotal notes of the extent to which students are able to recognize elements of Punjabi culture in the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Posters, pictures or Internet sites of street scenes from Punjab.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they present various Punjabi items for show and tell. Use the rubric to evaluate how well students are able to recognize elements of Punjabi culture in the immediate environment (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Various Punjabi items from home.
➢ **Anecdotal Notes** Observe students as they identify various cultural items. Record anecdotal notes of the extent to which students are able to recognize elements of Punjabi culture in the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Several Punjabi items, a box to hold those items.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.4 diversity within Punjabi culture a. experience diverse elements of Punjabi culture	➢ **Punjabi Guest Speakers** Invite three Punjabi-speaking guests to class. Beforehand, divide the students into groups and assign each group a particular cultural element for which they are to prepare three questions to ask each guest; e.g., food, clothing, religion, major occupations, customs including holidays, transportation. Encourage the students to ask these questions after the guest speakers' presentations. **Extension** Have the students compose and ask their questions in Punjabi. ➢ **Punjabi Day** Have the students organize and participate in a school-wide cultural celebration; e.g., Punjabi day, Celebrate Your Culture Day. During this celebration, have the students share what they have learned about Punjabi culture with the rest of the school through various cultural displays and demonstrations.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience diverse elements of Punjabi culture?	
➢ **Learning Log** After the guest speakers' visit, have the students reflect on their learning and how well they were able to experience diverse elements of Punjabi culture. Encourage the students to reflect on elements of Punjabi culture that were new to them.	➢ Guest speakers.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they engage in the school-wide cultural celebration. Students use the rating scale to assess how well they are able to experience diverse elements of Punjabi culture (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Cultural displays.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in cultural activities and experiences	➢ **Cultural Circuit Training** Set up several culturally linked activity centres for students to circulate through; e.g., listen to a simple piece of Punjabi music, learn the lyrics and clap and sing along; watch a short video on how to make and eat a simple typical Punjabi treat; read a simple Punjabi story and act it out with finger puppets; experiment with various Punjabi instruments (ਵਾਜਾ—harmonium, ਢੋਲਕੀ—drum).
GC–1.5 valuing Punjabi culture	➢ **Music and Dance** Bring in samples of contemporary Punjabi music that students are likely to enjoy. Play short selections, encouraging the students to move to the rhythm of the music. Have the students improvise steps that reflect the mood of the music. Discuss what they enjoy about the music. Encourage the students to make connections between modern dance steps and older, more traditional Punjabi dances. View a selection of Punjabi dance videos that reflect the diversity of traditional Punjabi dances and the influences those dances have had on present day dancing. Demonstrate and encourage the students to learn and practise one modern Punjabi dance.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in cultural activities and experiences?

➢ **Learning Log**
After trying out various cultural activities, have the students reflect on their learning and how well they were able to participate in cultural activities and experiences. They may respond using sentence starters such as:
  – My favourite centre was …
  – When I listen to Punjabi music, I feel …

➢ **Anecdotal Notes**
Observe students as they listen and dance to Punjabi music. Record anecdotal notes of the extent to which students participate in cultural activities and experiences (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Materials to set up several Punjabi culture stations.

➢ Punjabi music, Punjabi dance videos, information on Punjabi dance history and modern Punjabi dances.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.1 awareness of first language a. distinguish between their first language and Punjabi	➢ **Words in English and Punjabi** Introduce and discuss the concept of cognates. Prepare a list of cognates and discuss how there are similarities between English and Punjabi. Introduce the idea of the common origin of words, exploring and discussing how and why words in both languages are similar and how they are different. Provide the students with the list of cognates in Punjabi and identify the English word for each one; e.g., – ਮਾਂ (mom) – ਪਾਪਾ (papa) – ਨਾਮ (name). ➢ **Adopted Words** Make a list of Punjabi words commonly used in English and discuss them with the students. Have the students post other adopted words on a bulletin board; e.g., – ਸਮੋਸਾ (samosa) – ਚਾਹ (tea) – ਸਾੜ੍ਹੀ (sari) – ਰਕਸ਼ਾ (rickshaw). Discuss how these adopted words are modified in English (e.g., spelling, phonetic differences).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- distinguish between their first language and Punjabi?

➢ **Anecdotal Notes**
Observe students as they discuss the list of cognates. Record anecdotal notes of the extent to which they are able to distinguish between their first language and Punjabi (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they identify adopted words and discuss how they are modified. Use the checklist to assess if students are able to distinguish between their first language and Punjabi (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ List of Punjabi cognates.

➢ List of adopted words.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. explore the variety of languages spoken by those around them	➢ **Exploring Your Backgrounds** Ask the students to share their personal heritage and cultural backgrounds with one another. Have the students conduct a survey of the languages spoken by people in the class and their families. Graph, post and discuss the results. **Extension** Have the students' parents or relatives give brief presentations about their cultural backgrounds and languages spoken. **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary. ➢ **Cultural Fair** Have the students participate in a mini cultural fair in the classroom. Have small groups prepare presentations on different cultures represented in the classroom. Encourage the students to teach the class some words or expressions from the languages spoken in those cultures. Invite the students of lower grades to attend as an audience.

GC–2.2
general language knowledge

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore the variety of languages spoken by those around them?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create a survey of the languages spoken by the students and their families. Use the checklist to assess if students are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rubric**
Create an outcome-based rubric and share it with the students before they participate in the cultural fair. Use the rubric to evaluate how well students are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ None required.

➢ Language resources.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.2 general language knowledge b. identify similarities among words from different languages within their personal experience	➢ **Borrowed Words** Discuss commonly used English words that are taken from many different languages. For example: dim sum, ketchup, ginseng → Chinese taco, canyon, coyote, ranch, guitar → Spanish baguette, attorney, jail, beef, art, fashion, letter → French bagel, lox, pastrami, klutz → Yiddish ghetto, studio, violin, umbrella, broccoli → Italian poodle, pretzel, hex, noodle, quartz → German bangle, pajamas, jamboree, shampoo → Hindi potato, moose, tobacco, tomato, skunk, hammock → Aboriginal languages samosas, rickshaw, chai → Punjabi Post a large world map. Have the students write the borrowed words around the map and connect them with yarn and coloured pins to their countries of origin.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities among words from different languages within their personal experience?

➢ **Learning Log**
After discussing the borrowed words, have the students reflect on their learning and how well they were able to identify similarities among words from different languages within their personal experience. Encourage the students to reflect on language and how languages are connected.

MATERIALS

➢ List of imported words and their countries of origin, large world map, scissors, markers, yarn, coloured pins.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. explore similarities between their own culture and other cultures	➢ **Holiday Comparisons** Have the students create mind maps of the holiday customs in their families; e.g., food, decorations, music, songs, activities, church or other religious gatherings, gifts. Ask the students to research the customs of a Punjabi or other culture's holiday; e.g., ਦਵਾਲੀ (Diwali). Have the students then compare Punjabi customs and their own customs using charts, Venn diagrams, booklets or posters. Display the students' products and discuss the holiday similarities and differences as a class.
	➢ **Classroom Celebrations** When there is an important cultural event, such as Diwali Christmas, New Year's, Ramadan, Hanukkah or birthdays, organize a classroom event to celebrate the different cultural traditions of the students. Ask the students to bring in a food item and/or artifact representing their cultural backgrounds and discuss how the cultural events are celebrated in their families.
	➢ **Birthdays around the World** Present information on the different and similar ways that birthdays are celebrated around the world. Ask the students to provide information about their own birthday traditions; e.g., songs, food, presents, dances. On each student's birthday, encourage the students to celebrate with a cultural tradition from another country.

GC–2.3
awareness of own culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • explore similarities between their own culture and other cultures?	
➢ **Rating Scale** Create an outcome-based checklist and share it with students before they do a comparison study of holiday traditions in both cultures. Use the rating scale to assess how well students were able to explore similarities between their own culture and other cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Research references, materials and/or Internet.
➢ **Learning Log** After participating in cultural events of different countries, have the students reflect on how well they were able to explore similarities between their own culture and other cultures. How does knowing about these similarities make you feel?	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they compare birthday celebrations. Use the checklist to assess if students are able to explore similarities between their own culture and other cultures (see sample blackline master in Appendix E: Observation Checklist).	➢ Information on birthday celebrations around the world.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in activities and experiences that reflect elements of different cultures	➢ **Multicultural Holidays** Collaboratively identify different holidays celebrated in your community and across Canada. Go to http://www.kidlink.org and find the link to the multicultural calendar. Using that calendar, have the students find out what holidays are celebrated in different cultures. Designate a bulletin board in the school hallway for a Multicultural Holidays display. Assign individual students a particular holiday and have them create a display to put up when the holiday time arrives. **Caution** Students should be monitored when they use the Internet. ➢ **Community Cultural Events** Identify major cultural events in the community; e.g., Canada Day, Diwali, Vasakhi, Chinese New Year, CanWest Festival, St. Patrick's Day parade, Folk Festival, First Night New Year's Eve Festival, Heritage Festival, Pow Wow Days. Ask the students if they have attended any of these events. Ask the students to share descriptions of particular events they have attended. As a class, decide which five or six festivals students would like to study further. Brainstorm and record questions regarding these events; e.g., What is the focus of the festival? Where and when does it occur? Who generally attends? Are there special foods, costumes or decorations associated with it? What do people do at the festival? Have the students break into groups, research one of the events, answer all the questions and prepare information posters that provide pertinent details in an appealing manner. Once the posters are on display, allow the students to circulate and review them, and decide which event they would most like to attend.

GC–2.4
general cultural knowledge

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in activities and experiences that reflect elements of different cultures?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they prepare cultural displays on particular holidays. Students use the rating scale to assess how well they are able to participate in the activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Self-assessment rating scale).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they prepare posters depicting cultural events. Use the checklist to assess how well students participated in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Dedicated bulletin board for Multicultural Holidays display, display materials.

➢ Research sources of information on different community cultural events.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
CG–2.5 valuing diversity	a. work and play cooperatively with others who are different from themselves	➢ **School Visits** Arrange for students from another class or school to visit and spend some time with your students; e.g., international exchange students, other language and culture programs. Have the students work together on a project or play games. Encourage a cooperative classroom atmosphere.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- work and play cooperatively with others who are different from themselves?

➢ **Anecdotal Notes**
Observe students as they interact with students from other classes or schools. Record anecdotal notes of the extent to which students are able to work and play cooperatively with others who are different from themselves (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Games, project materials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.6 intercultural skills a. adapt to new situations	➢ **Scenario Machine** Review and practise various greetings and other phrases used in simple interactions. Divide students into groups and invite one group at a time to go to the Scenario Machine, which is a small rug in a corner of the classroom. Once in the machine, one student spins a spinner marked with various scenarios; e.g., at a new school, visiting a new country, trying a sport for the first time. The group of students must then role-play the scenario described on the spinner. ➢ **Changing the Venue** Move the class outside, to a park or cultural site (e.g., Punjabi restaurant, store, art exhibit). Have the students adapt to the new environment; e.g., modify their volume or speech, interact with others around them.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- adapt to new situations?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they engage in playing the Scenario Machine game. Use the rating scale to assess how well students are able to adapt to new situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3.)

➢ **Anecdotal Notes**
Observe students as they modify their behaviours to suit the new environment. Record anecdotal notes of how well students are able to adapt to new situations (see sample blackline master in Appendix E: Anecdotal Notes.)

MATERIALS

➢ Small rug, spinner.

➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.1 Punjabi language and culture a. identify reasons for learning Punjabi language and culture	➢ **Travel Talk** Discuss places students would like to visit where Punjabi is spoken. Have the students discuss what words they would like to say in Punjabi if they were visiting a country where Punjabi is spoken. Brainstorm travel phrases and reinforce the value of understanding the local language when travelling. ➢ **Brainstorming and Discussion** Lead the students in a brainstorming activity about the benefits of learning a second language. Use the brainstorming as a jumping-off point for a class discussion to highlight reasons for learning Punjabi. ➢ **Poster Promotion** Have the students design posters to promote learning the Punjabi language. Display these posters around the school. Have them include maps showing where Punjabi communities exist in Alberta or Canada.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify reasons for learning Punjabi language and culture?

➢ **Anecdotal Notes**
Observe students as they participate in the discussion. Record anecdotal notes of the extent to which students identify reasons for learning Punjabi language and culture (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
After brainstorming and discussion, have the students reflect on their learning and how well they were able to identify reasons for learning Punjabi language and culture; e.g.:
- Learning a second language is important because …
- I want to learn about Punjabi language and culture because …

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they create posters to promote learning Punjabi. Use the checklist to assess how well students are able to identify reasons for learning Punjabi language and culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ List of useful travel words and phrases.

➢ None required.

➢ Poster materials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.2 cultural and linguistic diversity a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	➢ **Class Discussion** Display a poster that provides an inspirational message about how all peoples and cultures share the Earth; e.g., "We live under one big sky." Discuss how students could help make the Earth a peaceful, secure, healthy and environmentally sound place to live, work and play. Elaborate on the concepts of respect, sharing and learning from one another. Ask the students how they think they can learn from people of different cultures and why it is important to do so. Record the students' ideas on the board or chart paper. Guide the discussion toward participation in multicultural events, such as heritage festivals, to promote acceptance, understanding and cooperation between different cultural groups. ➢ **Promoting Multiculturalism** Divide the students into groups of three and have them prepare and present a television commercial to encourage citizens to attend a particular multicultural event. Assign a different event to each group and video record the commercial presentations, if possible. Have groups view the recordings and discuss them.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • suggest some reasons for participating in activities and experiences that reflect elements of different cultures?	
➢ **Anecdotal Notes** Observe students as they participate in the class discussion. Record anecdotal notes of the extent to which they are able to suggest some reasons for participating in activities and experiences that reflect elements of different cultures (See sample blackline master in Appendix E: Anecdotal Notes).	➢ Chart paper, markers.
➢ **Rating Scale** Create an outcome-based checklist and share it with students before they create television commercials to promote multiculturalism. Use the rating scale to assess how well students are able to suggest some reasons for participating in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Equipment to video record and view presentations.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple cognitive strategies, with guidance, to enhance language learning *(continued)*	➢ **Rhymes and Songs** Present, model and have the students practise reciting rhymes or songs in Punjabi. Clearly demonstrate the rhythm, rhyme, intonation and use of actions to reinforce meaning. Divide the students into groups of four, and have them practise the rhymes and songs and record themselves. After several rounds of recording, they should produce their final version. Afterward, discuss how learning these rhymes and songs helped them remember new vocabulary or sentence patterns.
S–1.1 cognitive	➢ **Strategies for Learning Songs** With the students, brainstorm cognitive strategies that would be useful in learning a song in Punjabi; e.g., listen attentively, memorize new words by repeating them silently or aloud, use mental images, listen for cognates. Demonstrate the strategies and post a list for reference. Have the students listen and learn to sing Punjabi pop songs. Provide copies of the lyrics so the students can follow along as you play the songs. Encourage the students to use the strategies discussed to learn the song.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple cognitive strategies, with guidance, to enhance language learning?	
➢ **Self-assessment Checklist** Using an outcome-based checklist, students assess how well they were able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, memorize new words by repeating them silently or aloud (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Audio recording device, various rhymes and songs in Punjabi.
➢ **Learning Log** After brainstorming strategies for learning Punjabi songs, have the students reflect on their learning and how well they were able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., listening attentively, memorizing new words by repeating them silently or aloud, listening for cognates. Have the students identify which strategies worked best for them and why.	➢ Various pop songs in Punjabi and accompanying lyrics.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–1.1 cognitive a. use simple cognitive strategies, with guidance, to enhance language learning	➢ **Picture Dictionaries** Have the students create picture dictionaries for vocabulary related to the lexical fields being studied. Brainstorm vocabulary to put in their dictionaries. Ask the students to write the vocabulary words in Punjabi and provide appropriate pictures to accompany them. Ideally, introduce this activity during a class near the beginning of a unit and continue it as homework or dedicate a portion of each class to working on the dictionaries.  ਸੇਬ (apple)

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance language learning?

➢ **Conferencing**
Meet with individual students and discuss the use of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries. Discuss how this strategy helps their language learning.

MATERIALS

➢ List of vocabulary words, coloured pencils.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple metacognitive strategies, with guidance, to enhance language learning	➢ **Class Suggestion Box** Keep a suggestion box in the classroom and encourage the students to submit any ideas they have for activities, techniques or strategies they think will help them to learn Punjabi. Review the suggestions and try to incorporate them into your planning.
S–1.2 metacognitive	➢ **Stop, Think and Tell** Have the students engage in a language-learning task, such as learning a tongue twister, reading a short passage or watching a video clip. Let the students know that you will periodically ask them to "stop, think and tell." When prompted, have the students stop the task, think silently for a moment about what they are doing to help themselves learn the language and tell their strategies to the class.
	➢ **Use and Track Learning Strategies** Provide the students with a checklist of learning strategies and have them place it in their learning logs. Model and discuss the strategies. Have the students focus on a specific strategy from the list; e.g., be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly. Create a simple activity in which the students read simple Punjabi words; e.g., ਘਰ (house), ਚੱਲ (go), ਲਾਲ (red), ਕਾਰ (car). Have the students use one colour to highlight the words they know, and a different colour to highlight words they need to learn. Once highlighting is complete, have the students create a list of the words they need to learn, find out the meanings and practise saying and spelling these words. Once students have completed the activity, have them check off the strategy. Have the students keep on-going records of the strategies they use with the object of completing them all within a specified time period.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple metacognitive strategies, with guidance, to enhance language learning?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they write suggestions for activities. Use the checklist to assess if students are able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how you learned (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
After engaging in a language-learning task, have the students reflect on their learning and how well they were able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on the listening, reading and writing process.

➢ **Anecdotal Notes**
Observe students as they highlight new vocabulary words and note the extent to which they are able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Suggestion box.

➢ None required.

➢ Highlighters.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–1.3 social/affective a. use simple social and affective strategies, with guidance, to enhance language learning	➢ **Shared Reading** Provide a selection of simple illustrated Punjabi storybooks. Ask the students to read the books individually and try to understand them. Then, ask the students to work in pairs or small groups to read the books. Once all the groups have finished, have each group provide a quick oral summary of its book to the class. After these summaries have been presented, ask the students to share how reading with a group differed from reading alone. Write down their reflections and add them to a reading strategies chart to be posted in the classroom. ➢ **Group Work** Divide the students into groups to work cooperatively on a project. Have the students assign group roles and work together to complete the project.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple social and affective strategies, with guidance, to enhance language learning?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Conferencing/Learning Log**
In their working groups, discuss with the students how they worked together to complete the project. What strategies did they use for working together? Afterward, have the students reflect on their learning and how well they were able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups, initiate and maintain interaction with others.

MATERIALS

➢ Variety of simple, illustrated Punjabi storybooks, chart paper.

➢ Materials required to complete various projects.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.1 interactive a. use simple interactive strategies, with guidance	➢ **Matching Actions with Words** Model a variety of gestures associated with words in Punjabi to aid comprehension. Have the students imitate these actions as they repeat the words and phrases. Have the students work with a partner to prepare a simple conversation using nonverbal cues to improve their communication. ➢ **Speaking Strategies** Ask students about strategies they can use to make themselves understood when speaking Punjabi. Discuss the ideas offered and assist where necessary to add to the list. Provide examples of such tricks through personal stories, video clips and demonstrations by students. Compile the list in a chart and encourage the students to use these learning strategies to make themselves understood when speaking Punjabi. ➢ **Repeat, Please** Remind the students that one interactive strategy is to ask for clarification. Have the students work in small groups to prepare brief role-plays demonstrating the use of clarification requests; e.g., formal: ਤੁਹਾਡਾ ਕੀ ਮਤਲਬ ਹੈ? (What do you mean by ...?), ਕਰਪਾ ਕਰਕੇ ਜ਼ਰਾ ਦੁਬਾਰਾ ਦੱਸਣਾ? (Could you say that again, please?) and informal: ਕੀ ਕਹਾ ਤੁਸੀਂ? (What did you say? [with raised eyebrows]). Encourage the students to repeat part of what someone has said to confirm mutual understanding; e.g., ਹੱਛਾ (ਅੱਛਾ), ਤੁਸੀਂ ਏਹ ਕ ਹ ਰਹੇ ਹੋ ... (So what you are saying is …) ➢ **I Don't Get It!** Demonstrate and discuss a variety of simple strategies that students can use to indicate that they do not understand something when being spoken to in Punjabi; e.g., gestures, common verbal expressions in Punjabi, facial expressions, intonation, pointing to or drawing a desired object, mime. Students create role-plays in which they demonstrate the use of gestures, intonation and visual supports.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple interactive strategies, with guidance?	
➢ **Anecdotal Notes** Observe students as they use nonverbal cues to communicate. Record anecdotal notes of the extent to which they are able to use simple interactive strategies, with guidance; e.g., interpret and use nonverbal cues (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Learning Log** After compiling a list of strategies, have the students reflect on their learning and how well they were able to use simple interactive strategies, with guidance; e.g., gestures, mimes, ask for confirmation, circumlocution. Prior to activities requiring communication skills, remind the students to review the list of speaking strategies.	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they prepare brief role-plays. Use the checklist to assess if students are able to use simple interactive strategies, with guidance; e.g., ask for clarification or repetition if they don't understand, repeat part of what someone has said (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they participate in the role-plays. Record anecdotal notes of the extent to which students are able to use simple interactive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Repertoire of gestures with complementary words, phrases, expressions or sentences, video clips of Punjabi speakers using appropriate gestures.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

S–2.2 interpretive

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple interpretive strategies, with guidance	➢ **Visuals and Gestures** Invite the students to play games like Pictionary or charades to communicate previously learned expressions or vocabulary using visuals and gestures. Encourage the students to use visuals and gestures to assist in communicating their ideas in Punjabi whenever possible. ➢ **Predictions** Encourage the students to make predictions about what they will hear or read based on their prior knowledge and experiences. Before reading a simple story in Punjabi, ask the students to look at the title and pictures and make predictions about the story.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple interpretive strategies, with guidance?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they play games involving visuals and gestures. Use the rating scale to assess how well students are able to use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Learning Log**
Have the students reflect on their predictions and how well they were able to use simple interpretive strategies, with guidance; e.g., make predictions about what you expect to hear or read based on prior knowledge and personal experience. Have the students finish sentence starters such as:
– Making predictions helped me understand the story because …

MATERIALS

➢ Pictionary, vocabulary words and phrases for charades.

➢ Simple books in Punjabi.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple productive strategies, with guidance	➢ **Environmental Text** Post vocabulary around the room that relates to classroom objects. For example, label classroom objects such as the chalkboard and the clock. Post vocabulary of clothing items on cardboard silhouettes shaped like each item of clothing. Assure the posted vocabulary is clearly visible from all parts of the room. When students need to produce these words in class, encourage them to look for the word in the classroom.
S–2.3 productive	➢ **Peer Editing** Have the students write their own personal introductions, then use a variety of resources to correct each other's work; e.g., personal and commercial dictionaries, checklists. Have the students return the introductions to their authors, who revise their work and complete final versions. Encourage the students to include self-portraits. Post the texts around the room.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use simple productive strategies, with guidance?

➢ **Learning Log**
After encouraging the students to use text found in the classroom, have the students reflect on their learning and how well they were able to use simple productive strategies, with guidance; e.g., using words in the immediate environment.

➢ **Observation Checklist**
Observe students as they work with partners to edit each other's personal introductions. Use the checklist to assess if they are able to use simple productive strategies, with guidance; e.g., use a variety of resources to correct text, proofread and edit the final version of a text, apply grammar rules to improve accuracy at the correction stage (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Classroom objects labels.

➢ Variety of resources; e.g., personal dictionaries, commercial dictionaries.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple cognitive strategies, with guidance, to enhance general learning **S–3.1 cognitive**	➢ **Using What You Know** When beginning a new unit of study, have the students brainstorm what they know about the new theme or topic. Discuss how building on prior knowledge can be a powerful learning strategy and have them use what they already know to assist in their new learning. Afterward, have the students make connections between what they already knew and their new learning. ➢ **Inquiry** Have the students seek information on a topic from a variety of sources and take notes by writing key ideas in abbreviated form. Before starting, encourage the students to brainstorm questions on the topic and then use them to guide their research. ➢ **Pass, Stop and Match** Have the students review vocabulary related to classifying objects and ideas according to their attributes; e.g., by colour or shape. Seat the students in a circle and have them pass a variety of picture or word cards. Play Punjabi music and, when it stops, have the students find other students with similar objects as indicated on their cards. Continue the game for several rounds.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance general learning?

➢ **Anecdotal Notes**
Observe students as they use what they know on a new topic to assist in their new learning. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., connect what is already known with what is being learned, use previously acquired knowledge or skills to assist with a new learning task (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple cognitive strategies, with guidance, to enhance general learning (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to playing the matching game. Use the checklist to assess if students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., classify objects and ideas according to their attributes (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper, markers.

➢ Various resources

➢ Punjabi music, picture or word cards.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple metacognitive strategies, with guidance, to enhance general learning	➢ **Strategies Checklist** Provide students with a checklist with all the learning strategies that have been covered in the classroom. Provide clear examples for each strategy, ideally with reference to particular activities students have engaged in. Have the students check off the strategies they have found to be most effective for them. Discussion and guidance and possibly reference to their learning logs may be needed to have them make meaningful decisions. Once completed, have the students reflect in their learning logs on how they will use the information from the checklist to maximize their learning in Punjabi. ➢ **Dear Mom and/or Dad …** Have the students write letters to their parents, in English, regarding their learning. Provide guidance to the students, encouraging them to think about how they learn best. Have them list the strategies that have worked the best for them and provide supporting examples from their learning. Have the students also identify how they intend to apply these strategies in future Punjabi classes. Encourage the students to reflect on their level of participation and effort and how their own efforts can affect learning. Invite the parents to respond to their children's letters and include the letters in the students' portfolios. **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.

S–3.2
metacognitive

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple metacognitive strategies, with guidance, to enhance general learning?	
➢ **Learning Log** After identifying strategies that worked best for them, have the students reflect on their learning and how well they were able to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect on your thinking processes and how you learn, discover how your efforts can affect learning. – The strategy that works best for me is …	➢ Checklists of previously used learning strategies.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they write letters to their parents. Use the checklist to assess if students are able to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect on your thinking process and how you learn, discover how your efforts can affect learning (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning	➢ **Free Choice and Exploration** Provide the students with a variety of activity options; e.g., related to arts, music, science, geography, literature, movies. Invite the students to choose an activity and follow their natural curiosity to research and create presentations on the various topics.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple social and affective strategies, with guidance, to enhance general learning?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to assess how well students are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment, follow your natural curiosity and intrinsic motivation to learn (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ None required.

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Grade Level Samples for Grade 5

Applications **310**

Language Competence **364**

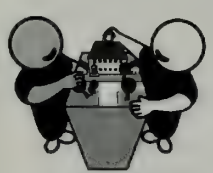
Global Citizenship **420**

Strategies **456**

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

- A–1 to impart and receive information
- A–2 to express emotions and personal perspectives
- A–3 to get things done
- A–4 to form, maintain and change interpersonal relationships
- A–5 to extend their knowledge of the world
- A–6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Punjabi **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret and produce oral texts
- LC–3 interpret and produce written and visual texts
- LC–4 apply knowledge of the sociocultural context
- LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC–1 historical and contemporary elements of Punjabi culture
- GC–2 affirming diversity
- GC–3 personal and career opportunities

Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

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Applications

General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. ask for and provide information	➢ **Conversation Skills** Arrange the students into small groups and have them practise basic conversation patterns. For example: Student A: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ, ਮੇਰਾ ਨਾਮ ਸੁਨੀਤੀ ਹੈ। (Hi, my name is Suniti.) Student B: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ, ਮੇਰਾ ਨਾਮ ਹਰ ਜੰਦਰ ਹੈ। (Hi, my name is Harjinder.) Student A: ਤੁਹਾਡੀ ਉਮਰ ਕੰਨੀ ਹੈ? (How old are you?) Student B: ਮੈ ਨੌ ਸਾਲ ਦੀ ਹਾਂ। (I'm nine years old. How old are you?)
A–1.1 share factual information	➢ **Birthdays** Organize the students into pairs. Have one partner ask the other ਤੁਹਾਡਾ ਜਨਮ ਦਨ ਕਦੋਂ ਹੈ? (When is your birthday?) and record the response in Punjabi in his or her notebook. Once all the students have had a chance to ask and respond, create a class graph of birthdays.
	➢ **Daily Routine** Establish a daily routine in which you regularly ask the following questions: – ਤੁਹਾਡਾ ਨਾਮ ਕੀ ਹੈ? (What's your name?) – ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? (How are you?) – ਤੁਹਾਡੀ ਉਮਰ ਕੰਨੀ ਹੈ? (How old are you?)

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask for and provide information?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they practise basic conversation patterns. Use the rating scale to assess how well students are able to ask for and provide information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they work in pairs to ask and respond to questions about birthdays. Use the checklist to assess if students are able to ask for and provide information (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they participate in answering daily routine questions. Read anecdotal notes on the extent to which students are able to ask for and provide information (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information b. respond to simple, predictable questions	➢ **Question-and-answer Role-play** Have pairs of students role-play question-and-answer scenarios to elicit information regarding name, age, birthday, address and family members. For example: – ਤੁਹਾਡਾ ਨਾਮ ਕੀ ਹੈ? (What's your name?) – ਤੁਹਾਡੀ ਉਮਰ ਕੰਨੀ ਹੈ? (How old are you?) – ਤੁਹਾਡਾ ਜਨਮ ਦਨ ਕਦੋਂ ਹੈ? (When is your birthday?) – ਤੁਸੀ ਕੱਥੇ ਰ ਹੰਦੇ ਹੋ? (Where do you live?) – ਤੁਹਾਡੇ ਪ ਰਵਾਰ ਵਚ ਕੰਨੇ ਜੀਅ ਹਨ? (How many family members do you have?) ➢ **Interviews** Have the students prepare five to ten simple interview questions on a topic covered in class; e.g., favourite pastimes, weather, colours and so on. Invite the students to interview each other and share the results with the class.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond to simple, predictable questions?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they role-play question-and-answer scenarios to gather personal information. Students use the checklist to determine if their peers are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they interview fellow classmates on topics covered in class. Use the rating scale to assess how well students are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information c. identify people, places and things	➢ **Show and Tell** Ask the students to bring in photographs of family members, friends or favourite well-known people or places, postcards, photographs and souvenirs from trips and so on. Have the students respond to simple questions such as, ਏਹ ਕਸ ਦੀ ਫੋਟੋ ਹੈ? (Whose picture is this?) Arrange the students into small groups and have them take turns asking questions about the photographs and souvenirs. Have the group members provide appropriate responses, such as: ਏਹ ਮੇਰੇ ਪ ਰਵਾਰ ਦੀ ਫੋਟੋ ਹੈ। (This is a picture of my family.) ➢ **Posters** Ask the students to create posters with pictures of themselves, family members, magazine pictures and so on. Have the students identify and label each picture with appropriate descriptions and then share their posters with their classmates.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify people, places and things?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss the photographs and souvenirs. Use the checklist to assess if students are able to identify people, places and things (see sample blackline master in Appendix E: Observation Checklist).	➢ Student photographs, postcards and souvenirs.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create posters with pictures. Use the rubric to evaluate how well students are able to identify people, places and things (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials, photographs.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

A–2.1 share ideas, thoughts, opinions, preferences

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify favourite people, places or things	➢ **Favourite Characters** Play a simple Punjabi cartoon for the students. Discuss with students who their favourite characters are. Have the students draw a picture and prepare a brief presentation about their favourite characters. They might identify these characters by saying: – ਇਸ ਫਲਮ ਵਚ ਮੈਨੂੰ ਇਹ ਕਰੈਕਟਰ ਪਸੰਦ ਸੀ। (In this cartoon, I liked this character.) – ਇਸ ਕਰੈਕਟਰ ਦਾ ਨਾਮ _____ ਹੈ। (This character's name is_____.) This activity could be repeated for the settings, objects or events in the cartoon; e.g., – ਇਸ ਫਲਮ ਵਚ ਮੈਨੂੰ ਇਹ ਥਾਂ ਪਸੰਦ ਸੀ (I liked this place in the cartoon.) ➢ **Favourite Foods** Ask the students about foods they like, then have them draw their favourite foods and write a sentence about each one; e.g., ਮੈਨੂੰ ਸੇਬ ਪਸੰਦ ਹੈ। (I like apples.) Create a display of the illustrations and have the students write five sentences that describe favourite foods of other students. The same activity could be done with film or pop stars, holiday destinations or sports and activities.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify favourite people, places or things?

➢ **Conferencing/Goal Setting**
Conference with the students to discuss their thoughts about the cartoon movie. Note their ability to identify their favourite people, places or things. Discuss what they did not understand or the difficulties they are having expressing themselves. Have the students set goals for future learning to improve their ability to identify favourite people, places or things (see sample blackline master in Appendix E: Goal Setting).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they share information about their favourite foods. Use the checklist to assess how well students are able to identify favourite people, places or things (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Punjabi cartoon, viewing station.

➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.1 share ideas, thoughts, opinions, preferences b. express a personal response to a variety of situations	➢ **Four Corners** Post the following words in the four corners of the classroom: ਪਸੰਦ (like), ਪਸੰਦ ਨਹੀਂ (do not like), ਪਆਰ (love) and ਪਤਾ ਨਹੀਂ (do not know). Instruct the students to move to a corner based on their own personal response to vocabulary words from a variety of topics. For example, if ਕਾਲਾ (black) is called out, students might move to the corner labelled ਪਸੰਦ (like); if ਸੱਪ (snakes) is called out, students might move to the corner with ਪਸੰਦ ਨਹੀਂ (do not like). Call on individual students to express their personal responses; e.g., ਮੈਨੂੰ ਆ ਇਸ ਕ੍ਰੀਮ ਪਸੰਦ ਹੈ। (I like ice cream.) or ਮੈਨੂੰ ਸੱਪ ਪਸੰਦ ਨਹੀਂ। (I don't like snakes.) ➢ **Movie or Book Review** Have the students watch a movie or read a book and express a personal response using sentence starters or a template. Arrange the students into pairs or small groups and have them share their movie or book reviews.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express a personal response to a variety of situations?	
➢ **Anecdotal Notes** Observe students as they respond to the vocabulary words. Record anecdotal notes of the extent to which students are able to express a personal response to a variety of situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Signs to post in the four corners of the classroom.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they review a movie or book. Use the rating scale to assess how well students are able to express a personal response to a variety of situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify emotions and feelings	➢ **Identifying Emotions** Introduce the vocabulary related to emotions and have the students make signs for each emotion with illustrations and the following words: ਖੁਸ਼ (to be glad), ਉਦਾਸ (sad), ਫਕਰ (worried), ਗੁੱਸਾ (angry) and so on. Act out these emotions and have the students identify each emotion by holding up the applicable sign. Once all signs are up, have the class say the words together.
A–2.2 share emotions, feelings	➢ **Feelings Booklet** Ask the students to recall a time when they felt happy. Have the students then draw a picture of that situation and write the feeling word in Punjabi. Repeat the activity by asking students to recall a time when they felt sad. Have the students illustrate and write about a time they felt sad. Continue with other emotions until the students have completed a "Feelings" booklet. The booklet can be used for further activities, such as sharing, conferencing or as a starting point for more in-depth writing activities.
	➢ **How Do They Feel?** Divide the students into partners. Give partner A a picture of a family or group of people with various facial expressions. Give partner B the same picture with the faces covered. Have partner B ask questions to find out the emotions of the family members, e.g., ਕੀ ਪਤਾ ਜੀ ਖੁਸ਼ ਹਨ? (Is the father happy?), ਕੀ ਭੈਣ ਉਦਾਸ ਹੈ? (Is the sister sad?), and draw in the appropriate facial expressions. The students then write the appropriate emotion words under each of the pictures.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- identify emotions and feelings?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they identify the emotions you act out. Use the rating scale to assess how well students are able to identify emotions and feelings (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create their "Feelings" booklet. Students use the checklist to determine if they are able to identify emotions and feelings (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they ask questions about and identify the family members' emotions. Use the checklist to assess if students are able to identify emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ None required.

➢ Two identical pictures of a family—one with facial expressions and one without (one set per pair).

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. express and respond to a variety of emotions and feelings **A–2.2** share emotions, feelings	➢ **Emotion Role-plays** Divide the students into groups and have them create role-plays based on assigned emotion; e.g., ਖੁਸ਼ੀ (happiness), ਗੁੱਸਾ (anger), ਉਦਾਸੀ (sadness), ਹੈਰਾਨੀ (surprise), ਡਰਨਾ (fear). Encourage the students to include at least one expression of the emotion or feeling and one response to the emotion or feeling. Have each group then present its role-play to the rest of the class. Consider video recording the presentations for review by the students. ➢ **Emotion Charades** Provide the students with a bag containing slips of paper with emotion words written on them. Divide the class into two teams. Have one student from team A draw an emotion word out of the bag and act it out for his or her teammates. If Team A guesses correctly, it receives a point. If it does not guess correctly, Team B may make one guess to steal the point. If Team B does not guess correctly, no point is gained or lost by either team. Continue the game, alternating turns between the teams.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express and respond to a variety of emotions and feelings?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they present role-plays based on various emotions. Students use the checklist to determine if their peers are able to express and respond to a variety of emotions and feelings (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they act out emotions or feelings during the charades game. Record anecdotal notes of the extent to which students are able to express and respond to a variety of emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Video recording and viewing equipment.

➢ Bag, slips of paper with emotion words.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others a. suggest a course of action and respond to a suggestion	➢ **Simon Says** Have the students do what you say only if they hear "Simon says" at the beginning of your command. If they do not hear "Simon says," students should not complete the described action; e.g., – ਸਾਈਮਨ ਕ ਹੰਦਾ ਬੈਠ ਜਾਓ (Simon says "Sit down.") – ਸਾਈਮਨ ਕ ਹੰਦਾ ਉਠ ਜਾਓ (Simon says "Get up.") Once students are familiar with the game, have student volunteers take turns acting as Simon. To challenge your students further, perform an action that does not match the called out expression. ➢ **Daily Routine** As a part of their daily classroom routine, encourage the students to use commands using the correct Punjabi forms; e.g., ਮੈਨੂੰ ਪੈਨਸਲ ➢ ਫੜਾਓਗੇ? (Please pass me the pencil.) Post related vocabulary for student reference. ➢ **Obstacle Course** Divide the students into teams and set up a classroom or school yard obstacle course. Have the teams line up at the beginning of the course. Blindfold the first student in line. Have each team choose a caller who then goes to the finish of the obstacle course and guides the blindfolded student through the course by telling him or her which way to go. If a blindfolded student does not understand the directions, he or she can ask for clarification. Once the first students get to the finish line, they become the next callers. The first callers go to the end of the line and wait to be guided through the obstacle course.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • suggest a course of action and respond to a suggestion?	
➢ **Anecdotal Notes** Observe students as they participate in the game of Simon Says. Record anecdotal notes of the extent to which students are able to suggest a course of action and respond to a suggestion (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Anecdotal Notes** Observe students as they use daily classroom commands. Record anecdotal notes of the extent to which students are able to suggest a course of action and respond to a suggestion (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist it and share it with students before they guide each other through the obstacle course. Use the checklist to assess if students are able to suggest a course of action and respond to a suggestion (see sample blackline master in Appendix E: Observation Checklist).	➢ Large playing area, obstacle course, blindfolds.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes.**

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. make and respond to a variety of simple requests **A–3.1** guide actions of others	➢ **Classroom Routine** As part of the classroom routine, have the students respond to requests such as, ਬੈਠ ਜਾਓ (sit down). Encourage the students to make simple requests of their classmates and the teacher; e.g., ਕੀ ਤੁਸੀਂ ਏੱਥੇ ਆ ਕ ਮੇਰੀ ਮੱਦਦ ਕਰੋਗੇ? (Can you come here and help me?) Post the relevant vocabulary and phrases in the classroom and refer to them periodically. Encourage the students to use these phrases during group work. ➢ **Request and Respond Game** Divide the students into two teams and have them line up. Give the two students at the front of the line a vocabulary word. One student makes a simple request using the vocabulary word. The student from the opposing team must respond correctly using a complete sentence. Alternate which team makes the request and which team responds, and give points for correct answers. ➢ **Thief** Go around the classroom and take various objects from several students and place these objects at the front of the classroom. Have the students ask for their own objects back using the following pattern: ਕੀ ਮੈਂ_____ ਲੈ ਲਵਾਂ? For example, ਕੀ ਮੈਂ ਆਪਣੀ ਕਾਪੀ ਲੈ ਲਵਾਂ? (Can I have my notebook, please?) Afterward, have several students take objects from other students in the class and have them respond to the students' requests in complete sentences. **Extension** Arrange the students in a circle, each with a different object in hand. Have the students take the object from the student next to them and respond to their requests, for example: ਕੀ ਮੈਂ ਆਪਣਾ ਛੁੱਟਾ ਲੈ ਲਵਾਂ? (May I have my ruler, please?) The student returns the ruler and says, ਹਾਂ ਜੀ। ਲੈ ਲਵੋ। (Yes. Here is your ruler.) Move around the circle until every student has had a chance to ask and respond.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes.**

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and respond to a variety of simple requests?

➢ **Anecdotal Notes**
Observe students as they interact in the classroom. Record anecdotal notes of the extent to which students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share with students prior to beginning the activity. Use the checklist to assess if students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they return objects when asked properly during the game. Use the rating scale to assess how well students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Vocabulary posters.

➢ None required.

➢ Various classroom objects.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. seek, grant or withhold permission	➢ **Permission Expression Role-play** Have the students pair up and seek, grant and withhold permission using the following expressions: – ਕੀ ਮੈਂ ਵਾਸ਼ਰੂਮ ਜਾ ਸਕਦਾ /ਸਕਦੀ ਹਾਂ? (May I go to the washroom?) – ਕੀ ਮੈਂ ਪਾਣੀ ਪੀ ਸਕਦਾ /ਸਕਦੀ ਹਾਂ? (May I get a drink of water?) – ਕੀ ਤੁਸੀਂ ਮੇਰੀ ਮੱਦਦ ਕਰੋਗੇ? (Can you help me, please?) – ਮੈਂ ਪਾਣੀ ਪੀਣਾ ਹੈ। (I want a drink of water.) – ਮੈਂ ਵਾਸ਼ਰੂਮ ਜਾਣਾ ਹੈ। (I have to go to the washroom.) Post classroom charts that include a variety of permission expressions and encourage the students to refer to these charts throughout the year.
A–3.1 guide actions of others	➢ **I'm Going on a Picnic** Model the game ਮੈਂ ਪਕ ਨਕ ਤੇ ਚੱ ਲਆ/ਚੱਲੀ ਹਾਂ। (I'm Going on a Picnic) in which the students ask permission to come along and are granted or denied permission based on predetermined criteria. For example, the criteria is things that are red: Teacher: ਮੈਂ ਪਕ ਨਕ ਤੇ ਚੱ ਲਆ/ਚੱਲੀ ਹਾਂ ਤੇ ਮੈਂ ਸਟਰਾਬੈਰੀ ਲੈ ਕੇ ਆਉਗਾਂ /ਆਉਗੀਂ। (I'm going on a picnic and I'm going to bring a strawberry.) Student A: ਮੈਂ ਕੇਲੇ ਲੈ ਕੇ ਆਉਗਾਂ /ਆਉਗੀਂ। ਕੀ ਮੈਂ ਆ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ? (I'm going to bring a banana. Can I come?) Teacher: ਨਹੀਂ, ਮੁਆਫ ਕਰਨਾ। ਤੁਸੀਂ ਨਹੀਂ ਆ ਸਕਦੇ । (No, I'm sorry. You cannot come.) Student B: ਮੈਂ ਰਸਭਰੀਆਂ ਲੈ ਕੇ ਆਉਗਾਂ /ਆਉਗੀਂ। ਕੀ ਮੈਂ ਪਕ ਨਕ ਤੇ ਆ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ? (I'm going to bring some raspberries. Can I come on a picnic?) Teacher: ਹਾਂ ਜੀ, ਤੁਸੀ ਮੇਰੇ ਨਾਲ ਆ ਸਕਦੇ ਹੋ। (Yes, you can come with me.) Once students are familiar with this pattern, organize them into small groups where one student is the leader and grants or withholds permission to go on a picnic.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • seek, grant or withhold permission?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they role-play using the permission expressions. Use the checklist to assess if students are able to seek, grant or withhold permission (see sample blackline master in Appendix E: Observation Checklist).	➢ Chart paper, markers.
➢ **Anecdotal Notes** Observe students as they play the game "I'm Going on a Picnic." Record anecdotal notes of the extent to which students are able to seek, grant or withhold permission (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.2 state personal actions a. indicate choice from among several options	**Class Survey** Place picture cards of selected vocabulary items related to a lexical field, e.g., food, clothing, on the board. Hand out survey sheets that include a grid of vocabulary items and all the students' names. Have each student say aloud one of the items he or she would eat/wear. Beside each student's name, the students check off the item chosen. As a class, prepare a graph to show the results of the survey. ➢ **Choosing from a Menu** Have groups of students create menus that will be used in role-plays. After reviewing a dialogue based on ordering from a menu in a restaurant, have the students act out role-plays in which they indicate their choices from the menus they created.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- indicate choice from among several options?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they conduct the survey. Use the checklist to assess if students are able to indicate choice from among several options (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in role-plays based on ordering from a menu. Record anecdotal notes of the extent to which students are able to indicate choice from among several options (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Picture cards of items related to a lexical field, survey sheets.

➢ Sample restaurant menus, food models, picture cards of food.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.2 state personal actions b. express a wish or a desire to do something	➢ **Millionaire** Divide the students into groups and have them discuss what things they would like to do if they won the lottery. Have the students create mini booklets, using pictures and words to describe what they would do if they won the lottery. ➢ **A Free Day** Have the students make a list of activities they would like to do if they had a day to do anything they wanted. Have them share these activities with the class using the vocabulary and grammatical structures associated with expressing a wish or desire to do something. Have the students write down their wishes for what to do on a free day and place them in a suggestion box. Designate a free day and allow the students to participate in the most popular activities.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express a wish or a desire to do something?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they discuss what their peers would like to do if they won the lottery. Students use the checklist to determine if their peers are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Learning Log**
After planning for a free day, have the students reflect on their learning and how well they were able to express a wish or a desire to do something. Have them describe a scenario in which they may use what they learned in the future.

MATERIALS

➢ Poster materials.

➢ Suggestion box.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

A–3.3 manage group actions

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. ask for help or clarification of what is being said or done in the group	➢ **Charades** Arrange the students into pairs and give each group a list of vocabulary words related to a lexical field. Student A acts out any item from the list while Student B tries to guess what the word is. Student B can ask for repetition of the mime by saying: ਦੁਬਾਰਾ ਕਰਨਾ? (Could you do that again?) If Student B still does not understand, he or she asks Student A to add to the mime by saying: ਹੋਰ ਕਰੋ. (Do more.) ➢ **Clarification Expressions** Display charts of classroom survival or clarification expressions in Punjabi. Have the students keep a list of these phrases in their personal dictionaries and encourage them to use these phrases during group work; e.g., – ਕਰਪਾ ਕਰਕੇ ਜੀ, ਕੀ ਤੁਸੀਂ ਮੈਨੂੰ ਏਹ ਕਰ ਕੇ ਵਖਾਓਗੇ? (Can you show me how to do this, please?) – ਕਰਪਾ ਕਰਕੇ ਜੀ, ਕੀ ਤੁਸੀਂ ਮੇਰੀ ਮੱਦਦ ਕਰੋਗੇ? (Can you help me, please?) – ਕਰਪਾ ਕਰਕੇ ਜੀ, ਕੀ ਤੁਸੀਂ ਏਹ ਦੁਬਾਰਾ ਦੱਸੋਗੇ? (Can you say that again, please?)

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask for help or clarification of what is being said or done in the group?

➢ **Anecdotal Notes**
Observe students as they participate in playing charades using vocabulary words from lexical fields. Record anecdotal notes of the extent to which students are able to ask for help or clarification of what is being said or done in the group (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they are encouraged to use classroom survival expressions posted in the classroom. Use the checklist to assess if students are able to ask for help or clarification of what is being said or done in the group (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Vocabulary lists for each student.

➢ Personal dictionaries, chart paper, markers.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. suggest, initiate or direct action in group activities **A–3.3** manage group actions	➢ **Group Drawing** Review words for directing the actions of others; e.g., ਉੱਪਰ (up), ਹੇਠਾਂ (down), ਅੱਗੇ (ahead), ਪੱਛੇ (behind), ਖੱਬੇ (left), ਸੱਜੇ (right). Arrange the students into small groups and blindfold one student per group. Draw an outline of a face on the board for each group. Assign each blindfolded student a part of the face to draw; e.g., an eye, a nose. The other students call out directions to the blindfolded students. The blindfolded students listen to the directions and put the body part where the other students tell them to. Students can use ਠ ਹਰ ਜਾਓ (stop) to tell the students to stop when they have reached a good position. ➢ **Grid Paper Drawing** Teach and review vocabulary related to directions, e.g., ਉੱਪਰ (up), ਹੇਠਾਂ (down), ਖੱਬੇ (left) and ਸੱਜੇ (right), and review the numbers one to five. Arrange the students into groups of three or four and give each student four pieces of grid paper. Have the students take turns orally directing each other. For example, the student leader might say, ਦੋ ਪੈਰ ਖੱਬੇ ਪਾਸੇ ਹੋ ਜਾਓ। (Move two steps to the left.) and the students move two squares to the left and colour that square. Continue the drawing game until all students have had a chance to be the leader.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- suggest, initiate or direct action in group activities?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they give and follow directions to draw a face. Use the checklist to assess if students are able to suggest, initiate or direct action in group activities (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they give and follow directions to create an image on grid paper. Record anecdotal notes of the extent to which students are able to suggest, initiate or direct action in group activities and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Blindfolds (one per group).

➢ Grid paper.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships a. initiate relationships	➢ **Come Play with Me!** As part of the classroom routine, review common phrases related to inviting others to play, for example: – ਏੱਥੇ ਆਓ। (Come here.) – ਸਾਡੇ ਕੋਲ ਆਓ। (Come join us.) – ਆ ਜਾ ਖੇਡੀਏ। (Come play.) – ਕੀ ਤੁਸੀਂ ਸਾਡੇ ਨਾਲ ਖੇਡੋਗੇ? (Do you want to play with us?) – ਹਾਂ ਮੈਂ ਖੇਡਾਂਗੀ/ ਖੇਡਾਂਗਾ । (Yes, I will play.) – ਨਹੀਂ ਸ਼ੁਕਰੀਆ, ਮੈਂ ਇਕੱਲੀ/ ਇਕੱਲਾ ਹੀ ਖੇਡਾਂਗੀ/ ਖੇਡਾਂਗਾ। (No thanks, I would like to play on my own.) – ਖੇਡ ਦਾ ਲੀਡਰ ਕੌਣ ਬਣਨਾ ਚਾਹੁੰਦਾ ਹੈ? (Who wants to be the game leader?) Display these phrases for future reference and encourage the students to use them throughout the year. ➢ **Meeting People Mini Dialogues** Teach and/or review culturally appropriate ways to meet a variety of people, e.g., friends, clergy, elders, teachers, in Punjabi, in situations, by learning and dramatizing mini dialogues. Have the students use these mini dialogues as models for producing their own dialogues that demonstrate socially appropriate ways of initiating relationships.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • initiate relationships?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they use common classroom phrases to invite others to play. Use the checklist to assess if students are able to initiate relationships (see sample blackline master in Appendix E: Observation Checklist).	➢ Chart paper, markers.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they demonstrate culturally appropriate ways to meet people in a variety of situations. Use the checklist to assess if students are able to initiate relationships (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships b. apologize and refuse politely	➢ **Review and Role-play** Introduce and practise appropriate ways to apologize and refuse politely. For example: – ਮਾਫ਼ ਕਰਨਾ ਜੀ। (Sorry.) – ਨਹੀਂ ਜੀ, ਤੁਹਾਡਾ ਸ਼ੁਕਰੀਆ। (No, thank you.) – ਨਹੀਂ ਜੀ, ਧੰਨਵਾਦ। (No, thanks.) – ਮੁਆਫ਼ ਕਰਨਾ, ਮੈਂ ਨਹੀਂ ਕਰ ਸਕਦਾ/ਸਕਦੀ। (Sorry, I can't.) – ਮੈਨੂੰ ਆ ਗਆ ਨਹੀਂ ਹੈ। (I am not allowed.) – ਐਸ ਵੇਲੇ ਮੈਂ ਨਹੀਂ ਕਰ ਸਕਦਾ/ਸਕਦੀ। (At the moment, I can't.) – ਮੈਨੂੰ ਮੁਆਫ਼ ਕਰਨਾ, ਪਰ ਮੈਨੂੰ ਆ ਗਆ ਨਹੀਂ ਹੈ। (I am sorry, but I do not have permission.) Divide the students into pairs and have them role-play inviting each other to a party and declining politely. Students may use puppets to role-play. **Extension** Ask the students to come up with a scenario in which one person is apologizing to another person; for example, while hurrying to catch a train, you bump into someone; in a restaurant, a waiter offers you food you do not want. The pairs brainstorm scenarios and then perform them for the class. After each role-play, discuss the scenario as a group. ➢ **Apologizing in the Classroom** Introduce phrases such as, ਮਾਫ਼ ਕਰਨਾ। (I'm sorry.) Encourage the students to say these phrases when they are late arriving to class. Introduce phrases such as, ਮਾਫ਼ ਕਰਨਾ। (Excuse me, please. Forgive me, please.) Encourage the students to say these phrases when they bump into each other or get in another person's way. Display these expressions for future reference and encourage the students to use them through out the year.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- apologize and refuse politely?

➢ **Anecdotal Notes**
Observe students as they participate in role-play scenarios in which an invitation is declined. Record anecdotal notes of the extent to which students are able to apologize and refuse politely (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they practise apology expressions. Students use the rating scale to assess how well they are able to apologize and refuse politely (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Poster of expressions for apologizing and refusing politely.

➢ Posters of commonly used apology expressions to use in the classroom.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–4.1 manage personal relationships	c. express and reciprocate thanks appropriately	➢ **Saying "Thanks"** Brainstorm with the students different situations in which they would offer thanks to another person. Model an appropriate way to reciprocate thanks by saying ਧੰਨਵਾਦ ਜੀ (Thanks.) and using appropriate body language. Have the students then pair up and practise saying ਧੰਨਵਾਦ ਜੀ (Thanks.) and using appropriate body language. ➢ **Saying "You're Welcome"** Brainstorm different situations in which students would say, ਧੰਨਵਾਦ ਜੀ (You're welcome.) and ਕੋਈ ਗੱਲ੍ ਨਹੀਂ, ਫਕਰ ਨਾ ਕਰੋ (No problem, don't worry about it.) Have the students partner up and practise expressing and reciprocating thanks.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express and reciprocate thanks appropriately?	
➢ **Anecdotal Notes** Observe students as they model thanking others. Record anecdotal notes of the extent to which students are able to express and reciprocate thanks appropriately (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they practise responding to someone thanking them. Use the checklist to assess if students are able to express and reciprocate thanks appropriately (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.1 discover and explore a. make and talk about personal observations	➢ **How Interesting!** Present the students with an interesting object or visual. Invite them to make five simple oral observations about the object. Have the students share their observations with partners and discuss any similarities or differences between their observations. ➢ **Gallery Walk** Ask the students to create paintings and post them around the classroom in a gallery format. Give each student a commentary sheet and instruct students to travel around the classroom viewing the paintings. As students circulate throughout the room, they complete the commentary sheet to record their personal observations. Afterward, have the students share their commentaries with each other. **Caution** Teachers may need to modify the activity for students with special needs.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes.**

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and talk about personal observations?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they make observations on an object. Students use the checklist to determine if they are able to make and talk about personal observations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in the Gallery Walk. Record observations on the extent to which students are able to make and talk about personal observations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Interesting objects or visuals.

➢ Painting materials.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.2 gather and organize information a. sequence items in different ways	➢ **Sequencing Events** Write on the board, in random order, a list of events from a well-known story. Have the students work in pairs or small groups to arrange the events in chronological order. ➢ **Personal Time Line** Have the students create personal time lines detailing important events in their lives. Once students have completed their time lines, they share them with a partner or small group. Have them experiment with ordering the events in different ways; e.g., from most important to least important, from favourite to least favourite.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • sequence items in different ways?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they place events of a well-known story in order. Use the checklist to assess if students are able to sequence items in different ways (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they order events in their lives. Use the rubric to assess how well students are able to sequence items in different ways (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. record and share personal knowledge of a topic *(continued)*	➢ **Show and Tell** Ask several students each day to participate in a show-and-tell activity by preparing five statements to share about an object they have brought to class. Have the students in the audience record one interesting fact about each object in a weekly log.
A–5.2 gather and organize information	➢ **Travel Brochures** Have the students recall a favourite trip they went on to a different community in Canada or another country. Ask the students to record the information in a graphic organizer, such as a web. Have the students use this information to create a travel brochure with categories such as: – ਤੁਸੀਂ ਉੱਥੇ ਕੀ ਕਰੋਗੇ? (What can you do there?) – ਤੁਸੀਂ ਉੱਥੇ ਕੀ ਦੇਖੋਗੇ? (What can you see there?) – ਆਪਾਂ ਉੱਥੇ ਕਉਂ ਜਾਣਾਂ ਹੈ? (Why should we go there?) – ਉੱਥੇ ਰਹਾ ਦਸ਼ ਕੀ ਹੈ? (Where can one stay?) – ਜਾਣ ਲਈ ਕਹੜਾ ਸਮਾਂ ਸੱਭ ਤੋ ਚੰਗਾ ਹੈ? (When is the best time to go?)
	➢ **Show What You Know** Have the students choose topics they are well acquainted with and create booklets of interesting information about their topics; e.g., dance, animals, cars, camping, sports, a celebrity. Have the students include illustrations and/or clippings and present their booklets to the class. **Alternative Activity** Have the students prepare and share posters or short children's books on topics with which they are familiar; e.g., hockey, soccer.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • record and share personal knowledge of a topic?	
➢ **Observation Checklist** Observe students as they participate in the "show-and-tell" activity. Use the checklist to assess if students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Observation Checklist).	➢ Objects from home, show-and-tell log sheet.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create a travel brochure. Use the rating scale to assess how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Graphic organizers, computers, printer.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create a booklet of interesting information. Use a rubric to evaluate how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Magazines, scissors, glue, computers, printer.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.2 gather and organize information	b. record and share personal knowledge of a topic	➢ **Star of the Week** As part of a weekly routine, provide individual students with opportunities to be the star of the week. Before class, have the star prepare a poster with various photographs and information about himself or herself. Each photograph should be labelled with a sentence in Punjabi. Encourage the student to include photographs of his or her family members; e.g., – ਏਹ ਮੇਰੀ ਮਾਂ ਹੈ। (This is my mother.) – ਅਕਾਸ਼ ਮੇਰਾ ਭਰਾ ਹੈ। (Akash is my brother.) Encourage the student to include pictures or photographs of activities that he or she likes and doesn't like to do; e.g., – ਮੈਨੂੰ ਹਾਕੀ ਖੇਡਣੀ ਪਸੰਦ ਹੈ। (I like to play hockey.) – ਮੈਨੂੰ ਤੈਰਨਾ ਪਸੰਦ ਨਹੀਂ ਹੈ। (I do not like to swim.) Have the star of the week present his or her poster to the class and display the poster in the classroom.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- record and share personal knowledge of a topic?

➢ **Rubric**
Collaboratively create an outcome-based rubric with your students before they are chosen to be the star of the week. Use the rubric to evaluate how well students record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Poster materials, photos.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes.**

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.3 solve problems a. identify a problem and choose between alternative solutions	➢ **Investigate a Problem** Prepare a recorded dialogue about a problematic situation, for example, a patron is given the wrong food in a restaurant or a visitor to Punjab cannot find his or her way back to the hotel. Have the students listen to the recording (several times, if necessary) and identify the problem, then discuss possible solutions in groups. Have each group share its possible solutions with the rest of the groups, then choose the best solution as a class. ➢ **What Do I Do Now?** Organize the students into small groups and assign each group a problematic situation. Have the groups prepare short skits based on the situations, then go to the front of the class and act out their skits; e.g., Sema is leaving the store. She is carrying a bag of groceries. The bag tears and the groceries fall on the floor. What should she do now? Ask the students in the audience to brainstorm suggestions or solutions for how to solve the problem and vote on the best solution. Have the group then finish the skit by acting out the chosen solution.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify a problem and choose between alternative solutions?	
➢ **Learning Log** After listening to and discussing a dialogue about a problematic situation, have the students reflect on their learning and how well they were able to identify a problem and choose between alternative solutions. Consider having the students use sentence starters such as: – The problem is … – Possible solutions to the problem are … – The best solution to the problem is …	➢ Audio equipment, listening station, prerecorded dialogue about a problematic situation.
➢ **Conference** Conference with the students about their abilities to identify a problem and choose between alternative solutions. Discuss the cues they used to identify the problem and how they arrived at a solution.	➢ Various problematic situations.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A-5.4 explore opinions and values a. express their views on a variety of topics within their direct experience	➢ **What Do You Think?** Present the class with a unique piece of artwork; e.g., sculpture, painting. Encourage the students to express their opinions, accept the opinions of others and realize there are no right or wrong responses. Encourage the students to recognize and respect the different opinions in the class. ➢ **Group Discussion** Divide the students into groups and have them find a spot in the classroom. Give each group a piece of paper with a discussion topic written on it; e.g., uniforms in school, vandalism in the community, best vacation spots. Have the groups discuss the topics for five minutes, then ask the groups to change topics.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express their views on a variety of topics within their direct experience?

➢ **Anecdotal Notes**
Observe students as they share their opinions about a piece of artwork. Record anecdotal notes of the extent to which students are able to express their views on a variety of topics within their direct experience (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they discuss the topics in groups. Students use the checklist to determine if their peers are able to express their views on a variety of topics within their direct experience (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Unique piece of artwork.

➢ Various topics.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. gather opinions on a topic within their direct experience	➢ **Survey** Have the students conduct a classroom survey asking their classmates' opinions on a variety of topics; e.g., Punjabi food, favourite Punjabi restaurants, favourite Punjabi music. Questions to use could include ਤੁਹਾਨੂੰ ਕਹੜੀ ਸਬਜ਼ੀ ਪਸੰਦ ਹੈ? (Which vegetable do you like?)
A–5.4 explore opinions and values	➢ **Comparing Family Life** Have the students watch and listen to a video of a typical family gathering or supper in a country where Punjabi is spoken. Ask the students to observe the differences between the family life in the video and their own family lives. Ask the students their opinions on the differences between the cultures. **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.
	➢ **What Do You Think?** Present the class with a unique piece of artwork; e.g., sculpture or painting. Ask the students to express their own opinions, accept the opinions of others and realize there are no right or wrong responses. Have them create a display using the students' opinions.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • gather opinions on a topic within their direct experience?	
➢ **Anecdotal Notes** Observe students as they gather opinions in a classroom survey. Record anecdotal notes of the extent to which students are able to gather opinions on a topic within their direct experience and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they compare cultural differences. Use the checklist to assess if students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Observation Checklist).	➢ Video of a typical family gathering or dinner in a country where Punjabi is spoken.
➢ **Anecdotal Notes** Observe students as they view a piece of art in class. Record anecdotal notes of the extent to which students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Artwork.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for fun	➢ **Singing and Writing Songs** Have the students sing simple, fun songs using actions where appropriate; e.g., Head, Shoulders, Knees and Toes. Prepare a cloze text of a song for the students to complete, substituting the correct words with humourous ones.
A–6.1 humour/fun	➢ **What Time Is It, Mr. Wolf?** Review time and number vocabulary and engage the students in the Punjabi version of the game ਬ ਘਆੜ ਜੀ, ਕੀ ਸਮਾਂ ਹੈ? (What Time Is It, Mr. Wolf?) Take the students to the gymnasium or another appropriate location. Stand at one end of the gym with your back to the students. Have the students line up shoulder-to-shoulder at the opposite end of the room, then ask, in unison, ਬ ਘਆੜ ਜੀ, ਕੀ ਸਮਾਂ ਹੈ? (What time is it, Mr. Wolf?) Reply with a time; e.g., ਚਾਰ ਵਜੇ। (four o'clock). Together, the students take four steps and count aloud in Punjabi as they step forward; e.g., ਏਕ, ਦੋ, ਤੰਨ, ਚਾਰ (one, two, three, four). When the students are close and have asked ਬ ਘਆੜ ਜੀ, ਕੀ ਸਮਾਂ ਹੈ? (What time is it, Mr. Wolf?), respond by saying ਖਾਂਣ ਦਾ ਸਮਾਂ (lunchtime) and chase the students. The tagged students become ਬ ਘਆੜ (wolves). The game continues until there is only one student left.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for fun?

➢ **Learning Log**
After singing simple songs, have the students reflect on their learning and how well they were able to use Punjabi for fun, for example by using sentence starters such as:
  - What I enjoyed most was …
  - It's fun when …

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they play the game What Time Is It, Mr. Wolf? Use the rating scale to assess how well students are able to use Punjabi for fun (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Cloze text of a song.

➢ Large playing area.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language creatively	➢ **Food Court** If possible, take the students to visit and, if possible, dine at a restaurant serving Punjabi food. Collect samples of the menu. Have the students create a ਖਾਂਣ ਵਾਲੀਆਂ ਦੁਕਾਨਾਂ (food court) in class, working in groups to prepare menus with pictures and text as well as food samples, if possible.
A–6.2 creative/aesthetic purposes	➢ **Comic Strip** Copy pages from a comic book and white out the dialogue. Have the students fill in the dialogue with Punjabi vocabulary and expressions. Post the comics around the classroom and discuss how various students used language creatively to create humour. Alternatively, the students could create their own comics to share with their classmates or publish in a class book.
	➢ **Charades** Review basic vocabulary related to a previously studied lexical field and write these words on small flash cards. Divide the students into teams of three or four and have them play charades using the flash cards.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language creatively?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create a food court in the classroom. Use the checklist to assess if students are able to use the language creatively (see sample blackline master in Appendix E: Observation Checklist).	➢ Restaurant menus.
➢ **Anecdotal Notes** Observe the students as they create Punjabi comic strips. Record anecdotal notes of the extent to which students are able to use the language creatively (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Comics.
➢ **Anecdotal Notes** Observe the students as they participate in the game of charades. Record anecdotal notes of the extent to which students are able to use the language creatively (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Flash cards.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for personal enjoyment	➢ **My Personal Dictionary** Have the students create personal dictionaries of Punjabi vocabulary they find particularly interesting or fun to say. Encourage the students to illustrate the words and present them in an inventive way. Remind students to add to their dictionaries throughout the year.
A–6.3 personal enjoyment	➢ **Let's Sing!** Teach the students the lyrics to a contemporary Punjabi pop song. Consider presenting the song to other students in the school or during a school-wide assembly.
	➢ **Picture Books** Have the students create picture books to share with younger students. These picture books might revolve around a lexical field, e.g., food, family, animals, and should include simple sentences.
	➢ **Free Time** Allow the students some free time to participate in activities that they personally enjoy; e.g., reading quietly, copying vocabulary into their personal dictionaries, watching Punjabi videos.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for personal enjoyment?

➢ **Conferencing**
Conference with students and ask them to share their dictionaries. Note how students use Punjabi for personal enjoyment.

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they learn and present a popular Punjabi song. Use an outcome-based checklist to assess how students use Punjabi for personal enjoyment (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create picture books to be shared with younger students. Use the rating scale to assess how well students use the language for personal enjoyment (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Anecdotal Notes**
Observe students as they choose activities to participate in during free time. Record anecdotal notes of the extent to which students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Music and lyrics to a Punjabi pop song.

➢ Markers, magazines, scissors, glue.

➢ Variety of activities to choose from.

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Language Competence

General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. distinguish particular sounds of the language	➢ **Bingo** Make bingo cards and play the game with the class. Instead of the letters B-I-N-G-O, use five different Punjabi characters or sounds. The squares are then filled with words that contain the letters or sounds. Have the caller call out randomly selected words and have each student who has the called word say it aloud and mark it off on his or her card.
	➢ **Collecting Sounds** Ask the students to search for simple words beginning with specific characters or containing specific sounds in dictionaries, books, the Internet and magazines. Have the students create lists of these words on chart paper, post them in the classroom and practise reading them regularly. Later, assign a particular sound for students to search for around the classroom and give the students one minute to write down all the words they can find containing the sound. **Extension** Have the students learn short rhyming poems and tongue twisters containing specific Punjabi sounds.
	➢ **Sounds Hoop Ball** Create lists of words that contain specific sounds. Line up a row of hoops, buckets or baskets and label them with these sounds. Divide the students into teams and have them line up their first players at the throw line. Say a word from the list and have the students throw a small ball or beanbag through the correct hoop. The first student to get his or her ball/beanbag through the correct hoop gets three points, the second gets two and the third gets one.

LC–1.1
phonology

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- distinguish particular sounds of the language?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play a modified Bingo game using different Punjabi characters or sounds. Use the checklist to assess if students are able to distinguish particular sounds of the language (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they create lists of words containing specific sounds. Record anecdotal notes of the extent to which students are able to distinguish particular sounds of the language (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
After playing the game, have the students reflect on their learning and how well they were able to distinguish particular sounds of the language. Have the students note specific letters/sounds that are causing them difficulty and complete sentence starters such as:
- I need to practise …
- The sounds that are easy for me are …

MATERIALS

➢ Bingo cards, markers.

➢ Dictionaries, books, magazines, Internet, chart paper, markers.

➢ Hoops, baskets or buckets, balls or beanbags, labels, list of vocabulary words.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 phonology b. use comprehensible pronunciation, stress and intonation, with guidance, when producing familiar words or phrases	➢ **Ticket out the Door** As an exit activity, have the students say something in Punjabi using comprehensible pronunciation, stress and intonation before they leave the room. Students may choose to say greetings, farewells, classroom words, name of a body part, food items and so on. ➢ **Repeat after Me** Recite words, phrases or songs and have the students repeat them after you. Emphasize correct pronunciation, intonation and stress during the recitation. ➢ **Whispers** Divide the students into teams. Whisper a word or phrase to the first player of each team. That word is whispered down the line of players of each team. The last member of the team says the word or phrase whispered to him or her. If the last player's word or phrase is correct, the team gets a point. Rotate the order of the players so that there is a new first player and continue with another word or phrase to whisper down the line. ➢ **Perfect Pronunciation** Divide the class into two groups. Provide each group with a set of word or expression cards. Alternating from group to group, have a student read a word or an expression card. When the student pronounces the word or expression correctly, the group earns one point. **Extension** Have the students modify their intonation to make the word or expression into an interrogative, imperative or simple statement.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use comprehensible pronunciation, stress and intonation, with guidance, when producing familiar words or phrases?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they say something to you in Punjabi on the way out the door. Use the rating scale to assess how well students are able to use comprehensible pronunciation, stress and intonation, with guidance, when producing familiar words or phrases (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they repeat words or phrases learned in class. Use the checklist to assess if students are able to use comprehensible pronunciation, stress and intonation, with guidance, when producing familiar words or phrases (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they repeat the word or phrase to the next player. Record anecdotal notes of the extent to which students are able to use comprehensible pronunciation, stress and intonation, with guidance, when producing familiar words or phrases (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Anecdotal Notes** Observe students as they read the word or expression cards. Record anecdotal notes of the extent to which students can use comprehensible pronunciation, stress and intonation, with guidance, when producing familiar words or phrases (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Word or expression cards.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize and name all letters of the alphabet and some vowel symbols	➢ **Point and Say** Randomly point to the letters and vowel symbols of the Gurmukhi script posted in the classroom and have the students say them as you point; e.g., ੲ ਅ ਸ ਓ ਹ. Reverse the process by saying the sound and having students write down the letter or vowel symbol. **Alternative Activity** Place cards with letters and vowel symbols on the whiteboard or in a pocket chart to form a word. Ask the students to say the letter or vowel symbol names for the cards displayed and to sound out the word. ➢ **Ordering Letters** Give the students a set of cards with one letter from the Punjabi script and some vowel symbols on each card. Have the students arrange the cards in the correct order of the Gurmukhi script and then point to the letters and say their names. The same can be done for some of the vowel symbols learned.

LC–1.2
orthography

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and name all letters of the alphabet and some vowel symbols?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they identify the letters of the alphabet. Use the rating scale to assess how well students are able to recognize and name all letters of the alphabet and some vowel symbols (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Alphabet cards.
➢ **Observation Checklist** Create an outcome-based observation checklist and share it with students before they arrange the cards in the correct order. Use the checklist to assess if students are able to recognize and name all letters of the alphabet and some vowel symbols (see sample blackline master in Appendix E: Observation Checklist).	➢ Alphabet cards.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. relate letters to the sounds they commonly make **LC–1.2 orthography**	➢ **Punjabi Sounds** Review the letters of the Punjabi alphabet and the sounds they make and ask students to verbalize simple words that start with those letters. Give each student a worksheet with different letters on it and have them draw a picture and write a word that matches the letter sound found on the worksheet. ➢ **Letter ID** Say a word in Punjabi and have the students write the letter they think the word starts with on a piece of paper and share their answers with the class. Discuss strategies for identifying letters based on the sounds heard. **Note**: The Punjabi alphabet has six bindi letters—ਸ਼ ਖ਼ ਗ਼ ਜ਼ ਫ਼ ,ਲ਼. The orthography and pronunciation of these letters may cause confusion and should be used with caution, particularly in the use of borrowed words of Persian and Farsi descent; for example, oral pronunciation of the letters *f* and *ph* would be articulated as: f = ਫ਼ ph = ਫ.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • relate letters to the sounds they commonly make?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they identify words that correspond to given sounds. Use the rating scale to assess how well students are able to relate letters to the sounds they commonly make (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Worksheets with different Punjabi letters on it.
➢ **Observation Checklist** Create an outcome-based observation checklist and share it with students before they identify the initial letters of spoken words. Use the checklist to assess if students are able to relate letters to the sounds they commonly make (see sample backline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 orthography c. copy familiar words, phrases and sentences	➢ **Words and Phrases Scavenger Hunt** Place labels of familiar words and phrases around the room, for example: - ਬੈਠ ਜਾਓ (sit down) - ਨੀਲੀ ਕੁਰਸੀ (blue chair) - ਬੱਦਲ (cloud). Have the students look for these words and phrases and record them on a piece of paper. After they have listed several words and phrases, have students exchange their papers with partners. The partners then write the English equivalent beside each Punjabi word or phrase. Once students have completed this activity, have them copy the words, phrases and sentences into their personal dictionaries.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- copy familiar words, phrases and sentences?

➢ **Anecdotal Notes**
Observe students as they participate in the scavenger hunt for familiar words and phrases. Record anecdotal notes of the extent to which students are able to copy familiar words, phrases and sentences (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Words and phrases in Punjabi posted around the classroom.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a range of words and phrases in familiar contexts, within a variety of lexical fields, including – clothing – food – weather – any other lexical fields that meet their needs and interests **LC–1.3** lexicon	➢ **Question and Answer** Divide the students into pairs and have them ask their partners questions on a variety of topics to obtain information; e.g., Q: ਅੱਜ ਮੌਸਮ ਕਹੋ ਜਹਾ ਹੈ? (How is the weather today?) A: ਅੱਜ ਧੁੱਪ ਨਕਲੀ ਹੈ ਤੇ ਗਰਮੀ ਹੈ। (Today is sunny and warm.) Q: ਕੀ ਮੈਂ ਪਾਣੀ ਪੀ ਸਕਦਾਂ/ਸਕਦੀ ਹਾਂ? (Can I drink some water?) A: ਹਾਂ ਜੀ, ਪੀ ਸਕਦੇ ਹੋ। (Yes, you can.) Have the students write down their partners' answers and have all pairs present to the rest of the class. ➢ **Following Commands** Start by stating in Punjabi, "All students who play hockey must trade places." The students who play hockey must trade seats with other students who play hockey. If there is an odd number of student hockey players, the student without a desk becomes "it" and, with the teacher's help, gives a new command that will allow him or her to find a seat. Vary the commands to include clothing items, favourite foods or weather words. ➢ **Word Relay** Divide the board so that each team gets its own space. Give the first team member a piece of chalk or a marker. Set the topic; e.g., clothing, food, weather. When the teacher says, ਸ਼ੁਰੂ ਕਰੋ। (Start.), the first person from each team runs to the board and writes a word related to the topic and then goes back and passes the chalk or marker to the next person. The relay continues until all students have had a chance to participate. **Extension** Encourage the students to develop lists of words in their personal dictionaries that are related to particular lexical fields. Have the students add to these lists throughout the year.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a range of words and phrases in familiar contexts, within a variety of lexical fields?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they ask and answer questions. Use the checklist to assess if students are able to use a range of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they follow and give commands during the game. Record anecdotal notes of the extent to which students are able to use a range of words and phrases in familiar contexts, within a range of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they play the word relay game. Students use the checklist to determine if they are able to use a range of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES

Students will be able to:

a. recognize and use, in modelled situations,★ the following grammatical elements:

Pronouns
- personal (plural)
  ਅਸੀਂ, ਤੁਸੀਂ, ਉਹ
- possessive ਮੇਰਾ, ਮੇਰੀ; ਤੇਰਾ, ਤੇਰੀ
- interrogative
  ਕੌਣ?, ਕੀ?, ਕੱਥੇ?

Conjunctions
- ਤੇ (ਅਤੇ), ਕ, ਜਾਂ

Verbs
- future tense
  ਮੈਂ ਜਾਵਾਂਗੀ।
  ਉਹ ਜਾਵੇਗਾ।
- present tense (plural)
  ਅਸੀਂ ਰੋਟੀ ਖਾਂਦੇ ਹਾਂ।

Adverbs
- place
  ਹੇਠਾਂ, ਉੱਪਰ, ਅੰਦਰ, ਬਾਹਰ

Postpositions
- ਅੰਦਰ, ਬਾਹਰ, ਉੱਪਰ, ਨਾਲ, ਵੱਚ

LC–1.4 grammatical elements

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Postposition Comic Strips**
Model the use of postpositions by showing a simple comic strip with pictures. For example,
- ਖਰਗੋਸ਼ ਲੱਕੜ ਦੇ ਨਾਲ ਹੈ। (The rabbit is beside the log.)
- ਖਰਗੋਸ਼ ਲੱਕੜ ਦੇ ਉੱਪਰ ਹੈ। (The rabbit is on the log.)
- ਖਰਗੋਸ਼ ਲੱਕੜ ਦੇ ਕੋਲ ਹੈ। (The rabbit is near the log.)
- ਖਰਗੋਸ਼ ਲੱਕੜ ਦੇ ਵੱਚ ਹੈ। (The rabbit is in the log.)

Have the students complete a activity based on the comic strip.

➤ **Role-plays**
Read simple dialogues in the present and future tenses and have the students pay close attention to the use of the verbs. Have the students practise verbs in the present and future tenses by creating role-plays. Invite the students to share their role-plays with the class.

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and use, in modelled situations, the [given] grammatical elements?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they complete a cloze activity. Use the rubric to evaluate how well students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., post positions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create role-plays. Use the rating scale to assess how well students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., present and future verb tenses (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Cloze activity worksheet based on a comic strip.

➢ Simple dialogues in the present and future tenses.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. use, in structured situations,* the following grammatical elements: **Nouns** • singular and plural ਤਵਾ (singular/masculine) ਤਵੀ (singular/feminine) • adjective agreement (singular) ਪੀਲਾ ਕੋਲਾ **Pronouns** • demonstrative ਏਹ, ਉਹ (oral) ਇਸ, ਉਸ (written) • personal (singular) ਮੈਂ, ਤੂੰ (ਤੁਸੀਂ) , ਏਹ **Verbs** • imperative ਚੁੱਪ ਕਰੋ।, ਮੇਰੇ ਵੱਲ ਵੇਖੋ।, ਰੌਲਾ ਨਾਂ ਪਾਓ। • present tense (singular) ਮੈਂ ਖੇਡਦਾ ਹਾਂ। ਤੂੰ ਖੇਡਦਾ ਹੈਂ। ਉਹ ਖੇਡਦਾ ਹੈ। **Adverbs** • time (date) ਅੱਜ, ਕੱਲ, ਪਰਸੋਂ • adverbs of affirmation and negation ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।) • ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।) **Adjectives** • numbers ਪੰਜ ਕਤਾਬਾਂ, ਇੱਕ ਦਨ ਡੇਢ, ਦਾਅ, ਦਸਮਾਂ ਹੱਸਾ, ਦਸਮੇ ਥਾਂ	➢ **Grocery Shopping** Organize the students into small groups and have them prepare role-plays depicting a visit to a grocery store. Have the students take turns playing the store keeper and shoppers and encourage them to use props or pictures to practise asking for various items while shopping. For example: ਸੇਬ ਕੱਥੇ ਹਨ ਜੀ? (Where are the apples, sir/madam?), ਕੀ ਤੁਸੀਂ ਅੰਗੁਰ ਵੇਚਦੇ ਹੋ? (Do you sell grapes?) Encourage the students to rehearse asking for single and plural items to practise using singular and plural nouns and adjective–noun agreements. ➢ **Birthday Planning** Have the students create plans for their birthday parties, including categories such as how many people will attend, what food they will serve, what games they will play. Draw their attention to the use of different grammatical elements, such as adjectives, pronouns and nouns, when creating their plans.

LC–1.4 grammatical elements

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in structured situations, the [given] grammatical elements?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they role-play a scenario at the grocery store. Use the checklist to assess if students are able to use, in structured situations, the given grammatical elements; e.g., singular and plural nouns, present tense verbs (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they create plans for their birthday parties. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., adjectives, pronouns, nouns (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Models or pictures of food.

➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand short, simple oral texts in guided situations	➢ **Who Is It?** Post pictures of several different people, numbering each picture. Describe each person without directly telling the students who you are describing. Have the students guess who you are describing by providing the name or number of that person.
	➢ **Listening Comprehension** Read a short, simple text to the students (two or three paragraphs) on a previously studied lexical field; e.g., food, weather, clothing. Have the students answer simple questions about the text, individually or in groups. Alternatively, have the students write short summaries of the text or draw pictures depicting the content of the text.
	➢ **Following Directions** Create a list of several simple instructions directing students to create a simple drawing or picture. Read these instructions, one at a time, to the students and have them follow along to create the simple drawing or picture. For example: – ਆਪਣੇ ਸਫ਼ੇ ਦੇ ਵਚਾਲੇ ਇੱਕ ਚੱਕਰ ਬਣਾਓ। (Draw a large circle in the centre of your page.) – ਆਪਣੇ ਸਫ਼ੇ ਦੇ ਸੱਜੇ ਪਾਸੇ ਉੱਪਰ ਨੂੰ ਇਕ ਡੱਬਾ ਬਣਾਓ। (Draw a small square in the upper right-hand corner of your page.) – ਡੱਬੇ ਵਚ ਨੀਲਾ ਰੰਗ ਭਰੋ। (Colour the square blue.)

LC–2.1
listening

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple oral texts in guided situations?

➢ **Anecdotal Notes**
Observe students as they listen to your description of different people. Record anecdotal notes of the extent to which students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they answer simple comprehension questions about a text. Use a rating scale to assess how well students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Anecdotal Notes**
Observe students as they listen to your drawing instructions. Record anecdotal notes of the extent to which students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Pictures of different people.

➢ Short, simple text in Punjabi.

➢ Simple instructions for creating a picture.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce simple oral sentences in guided situations *(continued)*	➢ **Who Am I?** Have the students introduce themselves to their groups, a guest or the rest of the class by having them describe themselves (e.g., age, name) and their families (e.g., siblings, parents/guardians, where they live, pets). Encourage the students to create simple illustrations of themselves and/or their family members to use in their introductions. Consider video or audio recording these introductions for viewing by the class. **Extension** Have the students bring family photo albums to class to share with classmates. Have them provide brief descriptions of themselves and/or their family members as they show the photographs. ➢ **Origami Finger Game** Have the students create an origami cut-and-fold finger game (see Appendix C: Planning Tools). On the four outside sections, have the students spell out four different colours. On the eight middle sections, have them spell out eight numbers. On the inside sections, they write eight common questions related to the themes studied using the vocabulary they have learned. Working in pairs or groups of three, invite the students to play the origami finger game with each other. Encourage students to speak in Punjabi as much as possible as they play. ➢ **Thematic Collages** Ask the students to cut out pictures from magazines and prepare collages related to the theme being taught. Working in small groups, have the students take turns describing one of the pictures in their collages. Emphasize the importance of using complete sentences and correct grammar. The other group members must try to guess which picture is being described in Punjabi.

LC–2.2
speaking

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple oral sentences in guided situations?

➢ **Conferencing/Goal Setting**
Conduct brief one-on-one interviews with students, asking questions about difficulties and successes the students had during their presentations and set goals with the students for improving their oral production skills in the future.

➢ **Anecdotal Notes**
Observe students as they play the origami finger game. Record anecdotal notes of the extant to which students are able to produce simple oral sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Observe students as they describe a picture and guess what picture is being described. Use the checklist to assess if students are able to produce simple oral sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Video/audio recording equipment.

➢ Scissors, markers.

➢ Magazines, scissors, glue.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.2 speaking a. produce simple oral sentences in guided situations	➤ **Daily Routine Interactions** As part of a daily routine, encourage the students to use appropriate greetings, requests and farewells. For example: – ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Good day. Good morning.) – ਕੀ ਮੈਂ ਵਾਸ਼ਰੂਮ ਜਾ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ? (May I go to the washroom?) – ਕੀ ਮੈਂ ਪਾਣੀ ਪੀ ਸਕਦਾ /ਸਕਦੀ ਹਾਂ? (May I drink some water?) – ਕੀ ਮੈਂ ਆਪਣੀ ਪੈਨਸਲ ਤੱਖੀ ਕਰ ਸਕਦਾ /ਸਕਦੀ ਹਾਂ? (May I sharpen my pencil?) – ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ। ਕੱਲ੍ ਨੂੰ ਮਲਾਂਗੇ। ਬਾਏ। (Goodbye. Until tomorrow. Bye.)

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple oral sentences in guided situations?

➢ **Anecdotal Notes**
Observe students as they use Punjabi as part of their daily classroom routine. Record anecdotal notes of the extent to which students are able to produce simple oral sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. engage in simple interactions, using simple sentences **LC–2.3** interactive fluency	➢ **Simple Dialogues** Divide the students into pairs and provide time for them to prepare brief dialogues, using Punjabi vocabulary and expressions. Have the students use a simple question-and-answer format; e.g., Student 1: ਤੁਹਾਡਾ ਨਾਮ ਕੀ ਹੈ? (What's your name?) Student 2: ਮੇਰਾ ਨਾਮ ਹਰਜਨ ਹੈ। (My name is Harjun.) Student 1: ਤੁਹਾਡੀ ਉਮਰ ਕੰਨੀ ਹੈ? (How old are you?) Student 2: ਮੈਂ ਨੌ ਸਾਲ ਦਾ ਹਾਂ। (I am 9 years old.) After students have presented their dialogues to the class, mix up the groups and allow them to ask each other questions from their dialogues. ➢ **Simple Class Survey** Have the students conduct a survey of classmates on their favourites (e.g., food, animals), using questioning techniques learned. For example: ਤੁਹਾਨੂੰ ਕਹੜਾ ਖਾਣਾ ਸੱਭ ਤੋ ਪਸੰਦ ਹੈ? (What is your favourite food?) Have the students respond in complete sentences, e.g., Pizza is my favourite food, and tally their results and share with classmates. ➢ **Telephone Conversations** Have the students engage in telephone conversations, sharing basic information. For example: Student 1: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Hello.) Student 2: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Hello.) Student 1: ਮੈਂ _____ ਬੋਲ ਰਹਾ/ਰਹੀ ਹਾਂ। ਤੁਸੀ ਕੌਣ ਬੋਲ ਰਹੇ ਹੋ? (This is ____. Whom am I speaking with?) Student 2: ਮੈਂ _____ ਬੋਲ ਰਹਾ/ਰਹੀ ਹਾਂ। (I'm _____.) Student 1: ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? (How are you?) Student 2: ਮੈਂ ਠੀਕ ਹਾਂ। ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? (I'm fine. How are you?) Student 1: ਠੀਕ ਹੈ। (I'm fine.) Student 2: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Goodbye.) Student 1: ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Goodbye.)

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in simple interactions, using simple sentences?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they prepare simple dialogues with peers. Use the checklist to assess if students are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they conduct a class survey. Students use the rating scale to assess how well they are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they engage in telephone conversations. Use the rating scale to assess how well students are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Toy telephones.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.1 reading a. understand short, simple written phrases in guided situations	➢ **Punjabi Recipes** Demonstrate and explain, in Punjabi, how to prepare a simple food item from a recipe. Divide the students into groups and have them research simple Punjabi recipes on the Internet or in books and magazines. Address any new vocabulary. Have each group present its favourite recipe to the class and, if possible, prepare the item and share the product. Compile a class recipe book for the students and encourage them to try the recipes at home. ➢ **Collaborative Reading** Introduce a short reading of one or two paragraphs on a previously studied lexical field; e.g., food, clothing. Allow the students to read the paragraphs individually, highlighting words and/or phrases they know and understand. Arrange the students into small groups and have them work together to create meaning of the text. Once all groups have finished, discuss the text as a class. ➢ **Drawing by Instruction** Prepare a list of eight to ten simple written instructions. Have the students follow these instructions to create simple drawings. Allow the students to compare their drawings with a partner. Discuss the results as a whole group.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple written phrases in guided situations?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they read simple Punjabi recipes and present them to the class. Students use the checklist to determine if their peers are able to understand short, simple written phrases in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they read paragraphs collaboratively in groups. Use the checklist to assess if students are able to understand short, simple written phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they create simple drawings based on written instructions. Students use the rating scale to assess how well they were able to understand short, simple written phrases in guided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Web sites, magazines and books that contain recipes for traditional Punjabi foods, ingredients to make those recipes, cooking equipment.

➢ Short, simple text.

➢ Simple, written instructions, one copy per student.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce simple written phrases in guided situations	➢ **Write and Exchange** Invite the students to create three to five simple sentences using learned Punjabi vocabulary and expressions. For example: – ਅਰਸ਼ ਕੋਲ ਪੀਲਾ ਕੇਲਾ ਹੈ। (Arsh has a yellow banana.) – ਮੈਂ ਲਾਲ ਸੇਬ ਖਾਣਾ ਹੈ। (I want to eat a red apple.) – ਮੈਂ ਪਾਣੀ ਪੀਣਾ ਹੈ। (I want to drink water.) Have the students exchange their sentences with partners and work to decipher each other's sentences.
LC–3.2 written production	➢ **Greeting Cards** Based on a model, have the students write invitation, graduation, congratulatory, birthday or thank-you cards. Have the students illustrate the cards or use clip art to decorate them. Encourage them to give their cards to family members or friends.
	➢ **Secret Pals** Arrange for each student to have a secret pal. Have the students write short notes to their secret pals using three to five simple sentences with known Punjabi vocabulary and expressions. For example: – ਮੇਰੇ ਪ ਰਵਾਰ ਵੱਚ ਚਾਰ ਜੀਅ ਹਨ। (There are four people in my family.) – ਮੇਰੇ ਕੋਲ ਦੋ ਭਰ੍ਹਾ ਤੇ ਇਕ ਭੈਣ ਹੈ। (I have two brothers and one sister.) – ਮੇਰੇ ਦਾਦੀ ਜੀ ਪੰਜਾਬ ਰ ਹੰਦੇ ਹਨ। (My grandmother lives in Punjab.)
	➢ **Game Boards** Give the students a blank game board; e.g., Snakes and Ladders. Have them write simple directions on different squares; e.g., ਦੋ ਟੱਪੇ ਅੱਗੇ ਚੱਲ। (move two spaces), ਇਕ ਟੱਪਾ ਥੱਲੇ ਚੱਲ। (go down one space). Provide time for the students to play with their game boards.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • produce simple written phrases in guided situations?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create a series of simple sentences. Use the rating scale to assess how well students are able to produce simple written phrases in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Anecdotal Notes** Observe students as they create greetings cards. Record anecdotal notes of the extent to which students are able to produce simple written phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Card samples, markers, computer, printer.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they write notes to their secret pals. Use the checklist to assess how well students are able to produce simple written phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they prepare a game board. Use the rubric to evaluate how well students are able to produce simple written phrases in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Blank game boards; e.g., Snakes and Ladders.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.3 viewing a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	➢ **Printed Material** Give the students an opportunity to view a variety of Punjabi language newspapers, magazines, children's books, calendars, greeting cards, promotional flyers, movies, television guides, book jackets and CD covers. Have the students group the texts, based on various categories, by topic of interest; e.g., sports, music, fashion. Discuss the groupings as a class and discuss strategies used by the students to derive meaning from the content by focusing on the visuals. ➢ **Punjabi Artists and Designers** Bring in samples or pictures of the work of Punjabi artists and designers, for example, Jarnail Singh's paintings. Discuss the artists and their works as they are shown. Have the students record their thoughts and impressions about the visuals in their notebooks. Facilitate a class discussion, encouraging students to create meaning from the visuals shown.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they categorize visual texts according to content. Use the checklist to assess if students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
After discussing samples of the work by Punjabi artists and designers, have the students reflect on their learning and how well they were able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations.

MATERIALS

➢ A variety of visual texts in Punjabi.

➢ Samples or pictures of Punjabi art and design.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	➢ **Charades** Have the students engage in a game of charades focusing on food, weather and clothing. Divide the class into two teams. One team mimes while the other team guesses what is being acted out.
	➢ **Poster Display** Students prepare posters on a topic, such as weather, clothing, sports, food or cultural traditions in the state of Punjab in India. Encourage the students to use Punjabi vocabulary as well as illustrations, photographs or clippings. When posters are completed, have the students present them to the rest of the class. Encourage the students to use various props or costumes during their presentations.
	➢ **Digital Slide Show Presentation** Divide the students into groups and assign each group a topic or theme that they are to research; e.g., cultural traditions in countries where Punjabi is spoken. Ask the groups to prepare several digital slides with information on the topic, being sure to include graphics, such as pictures, graphs, maps and charts.
	➢ **Picture Wall** Have the students take photographs or draw pictures of classroom events and field trips. Have the students work with partners to write simple captions accompanying the photographs or pictures and display them on a wall to tell a story about the event.

LC–3.4
representing

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations?

➢ **Anecdotal Notes**
Observe students as they participate in charades. Record anecdotal notes of the extent to which students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they prepare and present posters. Students use the checklist to determine if they are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Rubric**
Prepare an outcome-based rubric and share it with the students before they prepare a slide show presentation on a researched topic. Use the rubric to assess how well students use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create pictures of classroom events or field trips. Use the rating scale to assess how well students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Vocabulary written on small pieces of paper.

➢ Poster materials.

➢ Digital slide show software, computer access.

➢ Camera, photograph printer, film, markers, tape.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. distinguish between formal and informal situations **LC–4.1** register	➢ **Formal and Informal Role-plays** Have the students rehearse conversations in Punjabi involving formal and informal situations. Discuss how age, relationships (e.g., classmates versus acquaintances versus friends), generational differences, differing social statuses and positions of authority affect how one person addresses another. Invite the students to address you and/or a Punjabi-speaking guest formally. Divide the students into pairs and have them role-play greetings or brief scenes. Give the students name tags representing different people, e.g., child, parent, grandparent, teacher, priest, and have them take turns role-playing greetings. Ensure that proper formal and informal Punjabi vocabulary is used, for example, ਸਤ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ ਜੀ? (Hello, how are you? [formal]).

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- distinguish between formal and informal situations?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they role-play situations in which they address different people formally and informally. Use the checklist to assess if students are able to distinguish between formal and informal situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Name tags describing different people.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize that some topics, words or intonations are inappropriate in certain contexts	➢ **Nuances** Review different nuances in Punjabi culture, for example, different intonations and words are used when speaking formally and informally; e.g., saying ਹਾਂ (yes) instead of ਹਾਂ ਜੀ (yes, madam/sir) to figure of authority.
LC–4.1 register	➢ **Watch Your Language** Have the students brainstorm appropriate and inappropriate conversation topics, words and intonations in various scenarios; e.g., at school, in class, public places versus private places. Discuss the importance of correct word usage and the different meanings words can have. Research language variations on the Internet and in books on Punjabi language usage around the world. Divide the students into groups and have each group present scenarios in which people act or speak inappropriately and appropriately.
	➢ **The Importance of Intonation** Read the same phrase using various intonations to illustrate how intonation can affect meaning. Divide the students into groups and assign each group a simple sentence or phrase. Have the students create role-plays using only the assigned sentence or phrase with different intonations. The theme of the role-plays should be "inappropriate intonation." Have the groups present their role-plays to the rest of the class.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that some topics, words or intonations are inappropriate in certain contexts?	
➢ **Anecdotal Notes** Observe students as they review and use the various nuances of Punjabi language. Record anecdotal notes of the extent to which students are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Learning Log** After brainstorming appropriate and inappropriate conversation topics, words and intonations in various scenarios, have the students reflect on their learning and on how well they are able to recognize that some topics, words or intonations are inappropriate in certain contexts. Have the students describe a scenario in which they, or someone else, used inappropriate words or intonations.	➢ Internet and books on Punjabi language usage.
➢ **Anecdotal Notes** Observe students as they present their role-plays focusing on using intonation to affect meaning. Record anecdotal notes of the extent to which students are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.2 idiomatic expressions a. recognize and understand some simple idiomatic expressions, with guidance	➢ **Illustrated Idioms** Introduce and post around the classroom commonly used idiomatic expressions related to experiences in formal and informal communication. For example: – ਜ਼ਮੀਨ ਅਸਮਾਨ ਦਾ ਫ਼ਰਕ (difference between the ground and sky—meaning the difference between two things is tremendous) – ਅੱਖਾਂ ਦਾ ਤਾਰਾ (star of my eye—meaning something I value) – ਚਾਰ ਸੌ ਵੀਹ (four hundred twenty—meaning to trick someone). Have the students draw pictures of the expressions and write the idioms underneath in Punjabi. Ask the students to explain the meaning of their pictures in English and share their pictures with the class. ➢ **Role-play** Arrange the students into small groups and have them create role-plays based on the use of simple idiomatic expressions.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and understand some simple idiomatic expressions, with guidance?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they draw pictures of idiomatic expressions. Use the rating scale to assess how well students are able to recognize and understand some simple idiomatic expressions, with guidance (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Idiomatic expressions in Punjabi.
➢ **Anecdotal Notes** Observe students as they participate in role-play scenarios using idiomatic expressions. Record anecdotal notes of the extent to which students are able to recognize and understand some simple idiomatic expressions, with guidance (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. acknowledge and accept individual differences in speech	➢ **Speech Venn Diagrams** Present several videos or audio recordings in which people of different age groups from different parts of the state of Punjab are speaking. Lead a guided discussion about the differences in the speech patterns and language use. After watching the videos and/or listening to the audio, ask the students to create Venn diagrams that compare and contrast the speech of two Punjabi speakers. Encourage the students to focus on idiomatic expressions, accent and other differences in speech between the two speakers; e.g., the word yellow may be ਪੀਲਾ or ਖੱਟਾ. As an extension, lead a class discussion on variances in accent and idiomatic expressions within the English language; e.g., English from the UK, Australia, different parts of Canada. ➢ **Guest Speakers** Invite Punjabi speakers, e.g., students' parents, college students, grandparents, to the class to read or tell a story in Punjabi. After the speakers have left, discuss the differences in the speech of the various guests; e.g., accents, vocabulary, intonation, rate of speech.

LC–4.3
variations in language

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- acknowledge and accept individual differences in speech?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create Venn diagrams to compare different speakers. Use the rubric to evaluate how well students are able to acknowledge and accept individual differences in speech (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Learning Log**
After listening to the stories of Punjabi guest speakers, have the students reflect on variations in Punjabi language use and how well they were able to acknowledge and accept individual differences in speech.

- What did they learn about how different people speak?
- What strategies will they/do they use when listening to a speaker they are not familiar with?
- How does this experience relate to their everyday experience with people from different cultural and language backgrounds?

MATERIALS

➢ Internet radio from parts of the state of Punjab in India, videos, viewing or listening stations.

➢ Punjabi guest speakers.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use basic politeness conventions	➢ **Politeness Role-plays** Review functional classroom phrases associated with politeness, for example: – ਹਾਂ ਜੀ (yes) – ਨਹੀਂ ਜੀ (no). Organize the students into groups of two or three and give them two minutes to prepare brief dialogues of social scenarios in which they act out basic conventions of courtesy. After the two-minute time limit, have the student groups act out the role-plays for their classmates. Example scenarios might include entering a classroom late, accidentally bumping into someone, asking to leave the classroom, meeting the principal in school, meeting someone for the first time. Consider video recording these role-plays for viewing by the class.
	➢ **Manners Posters** Brainstorm with students ways in which we show courtesy or manners. Make a list of the actions or phrases on the board. Ask the students to create posters and charts of common expressions and conventions of courtesy and post them in the classroom. Expressions might include: – ਸ਼ੁਭ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Good morning/good day.) – ਸ਼ੁਭ ਸ੍ਰੀ ਅਕਾਲ ਜੀ। (Good evening.) – ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? (How are you?) – ਮਾਫ਼ ਕਰਨਾ। (Sorry./Excuse me.)

LC–4.4
social conventions

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use basic politeness conventions?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they participate in politeness role-plays. Use the checklist to assess if students are able to use basic politeness conventions (see sample blackline master in Appendix E: Observation Checklist).	➢ Various props, video recording and viewing equipment (optional).
➢ **Anecdotal Notes** Observe students as they brainstorm ways to show courtesy and create posters. Record anecdotal notes of the extent to which students are able to use basic politeness conventions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Poster materials.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. use appropriate oral forms of address for people frequently encountered LC–4.4 social conventions	➢ **Telephone Conversations** Have the students pretend to be various characters from their everyday life, e.g., parents, teachers, principal, doctor, coach, friends, and role-play telephone conversations in which they use appropriate oral forms of address. For example: – ਹਾਂ ਜੀ (yes) – ਨਹੀਂ ਜੀ. (no) – ਤੁਸੀਂ (you) – ਉਹਨਾਂ ਨੂੰ (them). Ask the students to prepare and present to the class a short telephone skit demonstrating appropriate oral forms of address for people frequently encountered.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use appropriate oral forms of address for people frequently encountered?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they role-play telephone conversations. Use the checklist to assess if students are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Toy telephones.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.5 nonverbal communication a. experiment with using some simple nonverbal means of communication	➢ **Listening to Body Language** Model nonverbal means of communication, such as head nodding, head shaking and waving. Describe a short, simple scenario and have the students respond by using an appropriate nonverbal form of communication. View a short video with the sound turned off. Divide the students into groups and have them identify the nonverbal language used and guess what the people are saying. **Extension** Discuss the use of personal space in nonverbal communication; e.g., ਜਦੋਂ ਕੋਈ ਤੁਹਾਡੇ ਨੇੜੇ ਆ ਕੇ ਗੱਲ ਕਰੇ ਤਾਂ ਉਸ ਦਾ ਕੀ ਮਤਲਬ ਹੈ? (What does it mean when someone moves closer to you to speak?), ਜਦੋਂ ਕੋਈ ਤੁਹਾਡੇ ਕੋਲੋਂ ਪਰੇ ਨੂੰ ਖੜ੍ਹਾ ਹੋ ਕੇ ਗੱਲ ਕਰੇ ਤਾਂ ਉਸ ਦਾ ਕੀ ਮਤਲਬ ਹੈ? (What does it mean when a person moves farther away to speak?) ➢ **Appropriate Nonverbal Behaviours** Brainstorm and list several examples of appropriate nonverbal behaviours. Encourage the class to use appropriate nonverbal behaviours during group work. Video record the students as they work together. Play the video recording of the class, pausing once in a while to ask the students to describe the nonverbal behaviours shown.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experiment with using some simple nonverbal means of communication?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they view a short video with the sound off and identify the nonverbal form of communication. Use the checklist to assess if students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Observation Checklist).	➢ Brief Punjabi language video, viewing station.
➢ **Anecdotal Notes** Observe students using nonverbal behaviours during group work. Record anecdotal notes of the extent to which students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Video recording and viewing equipment.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.5 nonverbal communication b. recognize some nonverbal behaviours that are considered impolite	➢ **Brainstorming and Discussion** As a class, brainstorm various nonverbal behaviours that are not appropriate when listening to someone; e.g., closing your eyes, putting your head on the desk or looking away, standing too close or moving away, avoiding eye contact or staring. Discuss other forms of nonverbal communication that can be inappropriate, such as pointing and staring at people, inappropriate facial expressions (smiling in a sad or serious situation), sticking your tongue out, refusing a handshake. Discuss the importance of using polite nonverbal behaviours with elderly people and people in positions of authority; e.g., giving up your seat to an elderly person on the bus. Encourage the students to use polite nonverbal behaviours in class. ➢ **Role-play** Arrange the students into small groups and have them act out various examples of inappropriate and/or impolite nonverbal behaviours.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some nonverbal behaviours that are considered impolite?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they brainstorm and discuss impolite nonverbal behaviours. Students use the checklist to determine if they are able to recognize some nonverbal behaviours that are considered impolite (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they role-play scenarios depicting inappropriate nonverbal behaviours. Use the rating scale to assess how well students are able to recognize some nonverbal behaviours that are considered impolite (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

LC–5.1
cohesion/coherence

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. sequence elements of a simple story, process or series of events	➢ **Ordering Sentence Strips** Provide the students with a maximum of five sentence strips from a familiar story. Have the students use their knowledge of the story content, as well as the Punjabi language, to put the sentence strips in order. ➢ **Extension** Have the students sequence sentence strips related to daily routines. ➢ **Sequencing Parts of a Story** Review the conventions of storytelling and the parts of a story. Prepare a simple story in Punjabi. Divide the students into groups and give each group a picture that corresponds to part of the text. Choose a student representative from each group to go to the front of the room and place his or her group's picture where the group thinks it belongs. Encourage the class to come to an agreement as to the correct placement of all illustrations.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • sequence elements of a simple story, process or series of events?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they put the sentences in order to tell a simple story. Use the checklist to assess if students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Sentence strips from a familiar simple Punjabi story.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they place the pictures in order. Use the rating scale to assess how well students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Punjabi text with corresponding illustrations.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.1 cohesion/coherence b. link words or groups of words in simple ways	➢ **Weather Reports** Review link words with students; e.g., ਤੇ (ਅਤੇ), ਕਉਂ ਕ, ਜਾਂ (and, because, or). Have the students prepare brief weather reports and share them with the class; e.g., ਅੱਜ ਬਾਹਰ ਮੀਂਹ ਪੈਦਾਂ ਹੈ ਅਤੇ ਠੰਢ ਹੈ। (It is raining outside today and it is cold.) Encourage the students to link words or groups of words in simple ways; e.g., – ਕੀ ਅੱਜ ਬਾਹਰ ਠੰਢ ਹੈ? (Is it cold outside?) – ਕੀ ਘਰ ਦੇ ਪੱਛੇ ਧੁੱਪ ਹੈ ਜਾਂ ਛਾਂ? (Is it sunny behind the house or shady?) ➢ **Morning Routines** Review link words used to link various events in sequences. Have the students create comic strips or picture books that describe their Saturday morning routines. Ask the students to present their comic strips or books to the class.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • link words or groups of words in simple ways?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they prepare weather reports using link words. Use the rubric to evaluate how well students are able to link words or groups of words in simple ways (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ None required.
➢ **Learning Log** After the students create comic strips or picture books, have them reflect on their learning and how well they were able to link words or groups of words in simple ways. Have them describe when they think they will use these words in the future.	➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize some simple oral and written text forms	➢ **Looking at Text Forms** Provide a variety of commercially produced materials with Punjabi text (consider grouping them according to themes). Invite the students to bring in materials from home. Such materials may include: – ਮੈਗਜ਼ੀਨ (magazines) – ਅਖ਼ਬਾਰ (newspapers) – ਬੱਚਆਂ ਦੀਆਂ ਕਤਾਬਾਂ (children's books) – ਇੰਟਰਨੈਟ (selected Internet sites) – ਸੀ ਡੀਆਂ (CDs) – ਕਾਰਟੂਨ (comics) – ਰੇਲ ਗੱਡੀ ਦੀ ਟਕਟ (train tickets) – ਬੱਸ ਦੀ ਟਕਟ (bus tickets). Have the students work together to describe each of the different text forms; e.g., type of language used, common themes, structure of the text, punctuation, other conventions. ➢ **Listening and Learning** Have the students listen to a Punjabi language program, song, television or radio commercial. Ask the students to record words they are able to recognize as they listen. Alternatively, have the students watch a movie with Punjabi subtitles and write down words or phrases they recognize. Afterward, discuss the types of words and phrases used in the oral text form and draw conclusions about conventions associated with the form.

LC–5.2
text forms

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some simple oral and written text forms?	
➢ **Anecdotal Notes** Observe students as they discuss the conventions associated with the various text forms. Record anecdotal notes of how well students are able to recognize some simple oral and written text forms (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Punjabi magazines, newspapers, children's books, selected Internet sites, CD covers and so on.
➢ **Anecdotal Notes** Observe students as they note words and phrases used in the particular form of oral text. Record anecdotal notes of the extent to which they are able to recognize some simple oral and written text forms (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Punjabi pop songs, television shows, movies, radio commercials, audio and/or video equipment.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.3 patterns of social interaction a. initiate interactions and respond using simple social interaction patterns	➢ **Everyday Phrases** Invite the students to learn and practise phrases they can use to initiate and maintain interaction in Punjabi in the classroom. Have the students, in small groups, create role-plays demonstrating the use of these phrases. Examples may include: – ਕੀ ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਕੰਮ ਕਰ ਸਕਦੀ/ਸਕਦਾ ਹਾਂ? (May I work with you?) – ਕੀ ਹੁਣ ਮੇਰੀ ਵਾਰੀ ਹੈ? (Is it my turn now?) – ਕੀ ਮੈਂ ਪੈਨਸਲ ਲੈ ਸਕਦੀ/ਸਕਦਾ ਹਾਂ? (May I borrow a pencil?)

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • initiate interactions and respond using simple social interaction patterns?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they role-play common classroom interactions. Use the checklist to assess if students are able to initiate interactions and respond using simple social interaction patterns (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ None required.

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Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

GC–1.1 accessing/analyzing cultural knowledge

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. make observations of Punjabi culture	➢ **Punjabi around the World** Using a world map, help the students identify and/or list countries where Punjabi is spoken but is not the official language. Have the students mark these countries on the map with flags and note some characteristics of the cultures of the Punjabi speakers who live there. ➢ **Punjabi in Alberta** Using a map of Alberta, have the students locate: – places influenced by Punjabi culture – places with Punjabi landmarks – places where there are large populations of Punjabi speakers – other places of cultural significance to the Punjabi community. ➢ **Field Trip** Plan a trip to a Punjabi store, restaurant, cultural centre, monument or historic site. Have the students observe presentations of cultural traditions and ways of life and ask questions about Punjabi culture. After the trip, discuss what was learned about Punjabi culture.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make observations of Punjabi culture?	
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they identify where Punjabi is spoken around the world. Students use the rating scale to assess how well they are able to make observations of Punjabi culture (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ World map.
➢ **Learning Log** After locating various elements of Punjabi communities and culture on a map of Alberta, have the students reflect on their learning and how well they were able to make observations of Punjabi culture; e.g., I noticed that …	➢ Map of Alberta.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they plan a field trip to a place where Punjabi is used. Use the checklist to assess if students are able to make observations of Punjabi culture (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.1 accessing/analyzing cultural knowledge b. seek out information about Punjabi culture from a variety of Punjabi sources	➢ **Punjabi Scavenger Hunt** Have the students work together in small groups to locate five different Punjabi cultural items, such as clothing, CDs, instruments, food items, brochures, pictures, games and songs. Have the students share their findings with the class. Encourage the students to use a variety of sources; e.g., the Internet, Punjabi magazines, friends and family. ➢ **Guest Speakers** Invite Punjabi guest speakers, e.g., family members, friends, community members, local musical groups, musicians or dance groups, to share elements of the Punjabi culture with the class. Before the visit, have the students prepare questions to ask the guest speakers. Ask the students to respond to the visit in their journals or learning logs. ➢ **Punjabi on the Internet** Arrange the students into pairs or small groups and provide each group with a list of appropriate Web sites. Ask the students to seek out information about the Punjabi culture using the Web sites and present their findings to the class.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- seek out information about Punjabi culture from a variety of Punjabi sources?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they locate cultural items from various sources. Use the rating scale to assess how well students are able to seek out information about Punjabi culture from a variety of Punjabi sources (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Anecdotal Notes**
Observe students as they listen to the guest speakers and ask questions regarding the presentation. Record anecdotal notes of the extent to which students are able to seek out information about Punjabi culture from a variety of Punjabi sources (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they research the culture on appropriate Web sites. Students use the rating scale to assess how well they are able to seek out information about Punjabi culture from a variety of Punjabi sources (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Punjabi cultural items; e.g., clothing, CDs, instruments, food.

➢ Punjabi-speaking guest speakers.

➢ Punjabi Web sites, Internet, computers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC-1.2 knowledge of Punjabi culture a. participate in activities and experiences that reflect elements of Punjabi culture	➤ **Harvest Season** The harvest season of Punjab is one of the most important celebrations in Punjabi culture. Research and discuss with the students common activities and traditions celebrated during this time. Organize a class Harvest Season celebration. ➤ **Diwali Festival** Plan with the students a classroom Diwali Festival in which students experience the clothing, games, music, arts and crafts, food and other activities that are relevant to the Diwali Festival.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in activities and experiences that reflect elements of Punjabi culture?

➢ **Learning Log**
After discussing common activities and traditions celebrated during Harvest Season, have the students reflect on their learning and how well they were able to participate in activities and experiences that reflect elements of Punjabi culture; e.g.,
– My favourite part of the class Harvest Season celebration was …

➢ **Anecdotal Notes**
Observe students as they participate in the Diwali Festival. Record anecdotal notes of the extent to which students are able to participate in activities and experiences that reflect elements of Punjabi culture (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Information about the Harvest Season.

➢ Information and materials to celebrate the Diwali Festival—music, arts and crafts, food.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
GC–1.3 applying cultural knowledge	a. identify elements of Punjabi culture in the school and community	➢ **Brainstorming Web** Have the students brainstorm and web elements of Punjabi culture in the world, school and local community. Encourage them to consider people, businesses and organizations that are influential; musical and artistic influences; sporting and entertainment influences; and, business and economic influences (e.g., products that are exported from the state of Punjabi). Encourage the students to identify friends and/or family members who have connections with Punjabi culture; e.g., born in the state of Punjab. ➢ **Welcome to Our Community** Have the students create a travel brochure or a visitors' guide for their community highlighting Punjabi history, businesses, services and landmark buildings. Encourage the students to access information on the Internet, take photographs themselves, visit a local museum and talk to local people. **Extension** On a map of your community, have the students mark businesses and other organizations of Punjabi origin; e.g., restaurants, speciality food stores, cultural centres.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify elements of Punjabi culture in the school and community?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they create their brainstorming webs. Use the checklist to assess if students are able to identify elements of Punjabi culture in the school and community (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create a travel brochure or a visitors' guide. Use the rubric to evaluate how well students are able to identify elements of Punjabi culture in the school and community (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ None required.

➢ Magazines, photographs, Internet, computer, printer.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify some elements that reflect diversity within Punjabi culture	➢ **Regional Differences** Have the students explore regional differences encountered in Punjab by viewing a variety of videos, Web sites or books. Discuss the regional differences following the viewing; e.g., language, business, music, food. Regional differences may include differences between those who live in the villages and those who live in the cities; or ਦੁਆਬਾ (Duaba), ਮਲਵਈ (Malvaee), ਮਾਝਾ (majha). ➢ **Comparison Study** Organize the students into small groups and have each group study a different country where Punjabi is spoken. Have the groups prepare presentations on the various cultural elements unique to these regions. Encourage the students to include information on things such as food, clothing, celebrations, games, music and traditions. After the presentations, discuss the diversity of the Punjabi culture around the world. ➢ **Artifact Display** Display artifacts from different countries where Punjabi is spoken and group them by specific region or country. Guide students in identifying and discussing similarities and differences between the different artifacts displayed.

GC–1.4
diversity within Punjabi culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some elements that reflect diversity within Punjabi culture?

➢ **Learning Log**
After exploring the regional differences encountered in the state of Punjabi in India, have the students reflect on their learning and how well they were able to identify some elements that reflect diversity within Punjabi culture; e.g.,
  – I learned that the people in Punjab are different in many ways, such as …

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they do a comparison study of different countries where Punjabi is spoken. Use the rating scale to assess how well students identify some elements that reflect diversity within Punjabi culture (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Anecdotal Notes**
Observe students as they participate in viewing artifacts from different countries where Punjabi is spoken. Record anecdotal notes of the extent to which students are able to identify some elements that reflect diversity within Punjabi culture (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Punjabi cultural videos, books, Internet.

➢ Reference material on different countries where Punjabi is spoken, Internet.

➢ Various artifacts from the different countries where Punjabi is spoken.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in cultural activities and experiences	➢ **Punjabi Rock!** Introduce a pop star who speaks Punjabi and listen to one of his or her songs. Ask the students to listen carefully to the song and identify at least five words that they recognize. Encourage the students to learn the chorus and sing along.
GC–1.5 valuing Punjabi culture	➢ **Personal Experiences** Divide the students into groups and have them discuss their own personal experiences with Punjabi culture; e.g., trips they have taken, visits to a place with Punjabi decorations, viewing Punjabi television programs or movies, visiting Punjabi restaurants, viewing a Punjabi art or photography exhibit. Have each group create a poster that reflects the various experiences.
	➢ **Punjabi Celebrations** Choose one or several Punjabi celebrations to study and encourage the students to participate in activities related to that holiday. For example, teach the students about Vaisakhi and have them participate in simple Punjabi games, activities and songs on that day. If possible, students may also dress up in traditional Punjabi clothing.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in cultural activities and experiences?

➢ **Learning Log**
After learning a popular Punjabi song, have the students reflect on their learning and how well they were able to participate in cultural activities and experiences. Encourage them to make connections to previous experiences and knowledge by providing sentence starters, such as:
  – The music we listened to reminded me of the time …
  – The music we listened to made me think of what we learned about …

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create a poster depicting their experiences with Punjabi culture. Use the checklist to assess if students are able to participate in cultural activities and experiences from drawing on their past experiences (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they study and participate in a Punjabi celebration. Students use the rating scale to assess how well they are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Web sites of Punjabi pop stars, listening station, lyrics to a popular Punjabi song.

➢ Poster materials.

➢ Information on celebrations related to Punjabi culture.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.1 awareness of first language a. identify similarities between their first language and Punjabi	➢ **Did You Know?** Have the students create ਕੀ ਤੁਹਾਨੂੰ ਪਤਾ ਸੀ? Did You Know? posters reflecting the similarities between their first language and Punjabi. These posters can be displayed throughout the classroom or school. ➢ **Venn Diagrams** Arrange the students into groups of two or three and give each group a simple text in Punjabi to read. Have the student groups compare their first language and Punjabi and create Venn diagrams to show these similarities and differences between them. Display the passage of the simple Punjabi text and lead a discussion of the similarities and differences noted in the groups' Venn diagrams; e.g., – letters sound similar (e.g., n - ਨ) – alphabet is different (e.g., ੳ ਅ ੲ) – vowel symbols (ਾ ਿ) – different/similar punctuation (। ?).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities between their first language and Punjabi?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create posters depicting the similarities between their first language and Punjabi. Use the rating scale to assess how well students are able to identify similarities between their first language and Punjabi (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create Venn diagrams. Use the checklist to assess if students are able to identify similarities between their first language and Punjabi (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Poster materials.

➢ Simple Punjabi text.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.2 general language knowledge a. identify differences and similarities among writing systems from different languages within their personal experience	➢ **Examining Languages** Invite the students to bring in written materials in different languages that they have at home and provide additional examples. Include languages: – with different types of letters; e.g., Roman, Greek, Cyrillic – that use characters or symbols instead of letters to form words; e.g., Cree, Chinese, Japanese – that are read in different directions; e.g., right to left, vertically. Have the students compare and contrast the different forms of writing; e.g., using Venn diagrams. **Extension** Divide the students into groups and have them prepare a more in-depth study of the different writing systems. Have each group study two of the writing systems and prepare a brief presentation on the similarities and differences between them.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify differences and similarities among writing systems from different languages within their personal experience?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they use Venn diagrams to record the differences and similarities between the languages. Use the checklist to assess if students are able to identify differences and similarities among writing systems from different languages within their personal experience (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Written materials in different languages, Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.2 general language knowledge b. describe ways that languages can be taught and learned *(continued)*	➢ **Language Learning Possibilities** Have the students brainstorm ways for learning another language; e.g., online courses, distance learning, high school courses, travel to the country, from a friend or parent, Saturday school, watching TV or movies, listening to music in another language. Have the students interview various people on how they learned another language. Have the students use what they have learned to write about the different ways that languages can be taught and learned.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- describe ways that languages can be taught and learned?

➢ **Anecdotal Notes**
Observe students as they brainstorm how they and/or their family members have learned languages. Record anecdotal notes of the extent to which students are able to describe ways that language can be taught and learned (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.2 general language knowledge b. describe ways that languages can be taught and learned	➢ **How Can I Learn a Language?** Have the students brainstorm different strategies they use when learning a new language. For example: – Use words from their first language to get meaning across. – Use nonverbal cues, gestures and body language. – Ask for clarification. – Use circumlocution to compensate for lack of vocabulary. – Be willing to take risks and try unfamiliar tasks and approaches. – Keep a learning log and personal dictionary. – Mimic what the teacher says and copy what others say/write. – Use mnemonics to remember verb conjugations and vocabulary spellings. – Connect what they already know with what they are learning. Discuss the different aspects of language learning; e.g., the writing system, pronunciation, listening (developing an ear), vocabulary and cultural elements associated with the language.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- describe ways that languages can be taught and learned?

➢ **Learning Log**
After brainstorming strategies that work best for them, students reflect on their learning and how well they were able to describe ways that languages can be taught and learned.
Sentence starters:
- The strategy I use most often …
- I learn best …

MATERIALS

➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize similarities between their own culture and other cultures	➢ **What Is Culture?** Lead the students in a guided discussion of "What is culture?" For example, culture is: – where you live—country, climate – what you need to live—clothing, types of food, housing, transportation – who you live with—types of families, roles – other things, such as schooling, values and beliefs, government, celebrations and traditions, laws. Have the students create a large chart with selected headings; e.g., food, clothing, and regions or countries to compare.

GC–2.3
awareness of own culture

	Canada	Punjab	Singapore
Food			
Clothing			
Celebrations			

➢ **Travel Brochures**
Organize the students into partners or small groups and give each group a different region in the state of Punjab or a country where Punjabi is spoken to study. Have the students create travel brochures for a country focusing on predetermined topics of interest; e.g., food, clothing, celebrations, transportation. Ask the students to draw comparisons between their own culture and that of the country they are studying and include these comparisons in their brochures.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize similarities between their own culture and other cultures?

➢ **Anecdotal Notes**
Observe the students as they fill in the charts and make comparisons between the cultures of various countries. Record anecdotal notes of the extent to which the students are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Various resources, chart paper.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they prepare a travel brochure comparing two cultures. Use the rubric to evaluate how well students are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ Various resources.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.4 general cultural knowledge a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community	➢ **Cultural Practices around Us** Have the students share their personal heritages and cultural backgrounds with one another; e.g., Do you celebrate Christmas or another December holiday? What do you eat during family celebrations? Does your family wear special clothing during celebrations? How does your family celebrate birthdays? Have students conduct a survey of the languages spoken by the people in their extended families. Have the students post their results in a class display. **Extension** Invite the parents or relatives of the students to give brief presentations about their cultural backgrounds and practices. ➢ **Cultural Fair** Have the students participate in a mini cultural fair within the classroom. Have small groups prepare presentations on different cultures represented in the classroom. Have them teach some vocabulary from the language spoken in that culture. Invite students from lower grades, i.e., Grade 3 and Grade 4, as an audience. **Extension** Arrange for a field trip to a school with a cultural focus (bilingual school, charter school), another language classroom or a cultural community centre. After the field trip, have the students create a presentation sharing the cultural practices of the students in the other school.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community?	
➢ **Anecdotal Notes** Observe students as they survey their classmates to gather information about their cultural practices. Record anecdotal notes of the extent to which students are able to recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Display materials.
➢ **Learning Log** After the students participate in the mini cultural fair, have them reflect on their learning and how well they are able to recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community. For example: What have you learned about the different cultural practices of people in your community/school? What did the cultural practices remind you of from your own experiences?	➢ Cultural objects and props, costumes, posters.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.4 general cultural knowledge b. recognize that culture is expressed through a variety of forms	➢ **Expressing Culture Display** Review various pictures, video or Web sites from Punjabi communities. Have the students brainstorm the different ways that culture can be expressed; e.g., through music, dance, literature, entertainment, sport, pastimes, food, clothing, religion, celebration. Ask the students to draw and write about the different ways cultures can be expressed. Collect the pictures for a display board and use them as a point of discussion. Add to the display throughout the year. ➢ **Punjabi Cultural Festival** As an end-of-year culminating activity, have the students organize a Punjabi cultural festival. Divide the students into small groups and assign a different country where Punjabi is spoken to each group; e.g., United Kingdom, Australia, Canada, Africa, India. Each group reports on various ways Punjabi culture is expressed in these countries, such as through dance, music, food and games. Parents and other classes can be invited to participate in the festival.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that culture is expressed through a variety of forms?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they identify ways of expressing culture. Students use the rating scale to assess how well they are able to recognize that culture is expressed through a variety of forms (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Rubric**
Prepare an outcome-based rubric and share it with the students before they prepare a year-end Punjabi cultural festival. Use the rubric to evaluate how well students are able to recognize that culture is expressed through a variety of forms (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Punjabi language and cultural videos or Web sites.

➢ Internet access, library and reference materials on various countries where Punjabi is spoken, music, food, games.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. engage in activities that reflect other ways of doing things or other perspectives *(continued)*	➢ **Greetings Role-plays** Discuss various ways that people greet one another in different cultures; e.g., – bowing—hands together, hands at sides – hand shaking—two hands, one hand – kissing—kiss on cheek, one kiss on both cheeks, three kisses. Discuss the meanings and cultural significance of these customs. Have the students role-play the various greetings in pairs or groups. ➢ **Culture Shock Role-plays** Divide the students into groups and have them create role-plays that show how visitors from Canada would react to the way of life in countries where Punjabi is spoken and how visitors from Punjabi-speaking countries would react to the way of life in Canada. Video record these role-plays and play them back for the students. ➢ **Games around the World** Organize the students into small groups and have them research simple games played in different countries where Punjabi is spoken. Have the students teach the games to their classmates. After playing the games, discuss as a class how these games are different from those played in North America.

GC–2.5
valuing diversity

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in activities that reflect other ways of doing things or other perspectives?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they role-play the various greetings of other cultures. Use the checklist to assess if students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they role-play visitors' reactions to the way of life in different countries. Students use the checklist to determine if they are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Video recording and viewing equipment.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they play games from countries where Punjabi is spoken. Use the rating scale to assess how well students engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Internet access, materials for various games.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. listen respectfully to the opinions of others	➢ **Student Opinion Presentations** Have the students find a short story, newspaper article or legend from a country where Punjabi is spoken using the Internet, the library or other sources. Ask the students to prepare a brief presentation, including their opinions on the material. After each presentation, the students discuss the opinions of their classmates. ➢ **Respectful Listening Behaviour** Brainstorm and review proper and polite listening behaviour. For example: ➢ Good Listeners ... – sit still – do not fidget or play with things – keep their hands still  – watch the speaker – keep their eyes open – look interested  – listen to the speaker – face forward  – do not interrupt – do not speak when the speaker is speaking  – listen with their own questions in mind – when appropriate, ask for clarification  Encourage the students to practise these behaviours when working in groups and when guest speakers visit the class. Consider video recording the class for review later.

GC–2.6
intercultural skills

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- listen respectfully to the opinions of others?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they present their opinions to the class. Use the checklist to assess if students are able to listen respectfully to the opinions of others (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they demonstrate respectful listening behaviours. Students use the checklist to determine if they listen respectfully to the opinions of others (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting). Encourage students to set goals for future learning.

MATERIALS

➢ Short stories, articles, legends.

➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. engage in new relationships **GC–2.6** intercultural skills	➢ **Initiating a Friendship** Provide the students with phrases that would be useful when initiating a friendship; e.g., ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ, ਮੇਰਾ ਨਾਂ/ਨਾਮ ਹਰਜਨ ਹੈ। (Hi, my name is Harjun. ਤੁਹਾਡਾ ਨਾਂ/ਨਾਮ ਕੀ ਹੈ? What's your name? ਤੁਸੀਂ ਕੱਥੋਂ ਦੇ ਰ ਹਣ ਵਾਲੇ ਹੋ? Where are you from? ਤੁਹਾਡੀ ਉਮਰ ਕੰਨੀ ਹੈ? How old are you?) Have the students create role-plays in small groups to demonstrate initiating a friendship. Encourage the students to initiate and maintain a new relationship with a student from another class. ➢ **Pen Pals** If possible, arrange for pen pals with students in countries where Punjabi is spoken. Have the students initiate friendships by giving a brief personal introduction and asking questions about their pen pals. Encourage the students to make connections between their pen pals' lives and their own. ➢ **Keep in Touch** Ask the students to introduce themselves in Punjabi to a guest speaker. After the presentation, have the students design and send thank-you cards. Later in the year, have the students invite the speaker back to participate in a meal or celebration.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in new relationships?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they role-play initiating a new relationship. Use the checklist to assess if students are able to engage in new relationships (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they communicate with pen pals from Punjabi-speaking countries. Record anecdotal notes of the extent to which they are able to engage in new relationships (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pen pals.
➢ **Anecdotal Notes** Observe students as they interact with the guest speaker and write thank-you cards to him or her. Record anecdotal notes of the extent to which students are able to engage in new relationships (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Card-making materials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.1 Punjabi language and culture a. identify some personal uses they have made of their knowledge of Punjabi language and culture	➢ **Class Survey** Have the students create a simple survey to solicit information about the students' personal uses of their knowledge of the Punjabi language and culture. Distribute the surveys to the class and have the students fill them out. Collect the surveys and compile the information in a chart or graph. ➢ **Presentations** Have the students work in groups to prepare brief presentations, e.g., posters, digital slide shows, brochures, outlining their personal uses of their knowledge of Punjabi language and culture. Have the students share their presentations with Grade 3 students who may be studying Punjabi next year.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some personal uses they have made of their knowledge of Punjabi language and culture?	
➢ **Learning Log** After reviewing the answers to the survey, have the students reflect on their learning and how well they were able to identify some personal uses they have made of their knowledge of Punjabi language and culture. Ask the students to reflect on their progress toward becoming speakers of Punjabi. Encourage them to draw on their past experiences and previous knowledge.	➢ Graph paper.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they prepare a presentation describing personal uses they have made of their knowledge of Punjabi. Use the rubric to evaluate how well students are able to identify some personal uses they have made of their knowledge of the Punjabi language and culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials, computers, digital slide show software.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.2 cultural and linguistic diversity a. identify some personal uses they have made of their knowledge of different languages and cultures	➢ **Class Survey** Have the students create a simple survey to solicit information about the students' personal uses of their knowledge of different languages and cultures; e.g., when did they use this knowledge, what was the specific knowledge they used. Distribute the surveys to the class and have them fill them out. Collect the surveys and compile the information in a chart or graph. ➢ **Using Another Language** Have the students discuss examples from their own experience of when they have used their knowledge of another language. Have each student choose an example from his or her own experience and draw a picture of the scenario with a caption that explains how the knowledge was used. Create a class or school display using these pictures.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some personal uses they have made of their knowledge of different languages and cultures?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create a survey to solicit information about students' personal use of international languages. Use the rating scale to assess how well students are able to identify some personal uses they have made of their knowledge of different languages and cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create their drawings. Use the checklist to assess if students are able to identify some personal uses they have made of their knowledge of different languages and cultures (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Graph paper.

➢ None required.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple cognitive strategies, with guidance, to enhance language learning *(continued)*	➢ **Picture Dictionaries** Have the students keep personal dictionaries in which they record new words and phrases learned. Ask the students to provide a context for the words and phrases; e.g., include sentences that use the word/phrase, draw a picture to accompany the phrase. Also have the students indicate the function of the word or phrase; e.g., action verb, adjective, preposition. Students can organize the vocabulary terms according to lexical fields; e.g., family, school, clothing, weather. ➢ **Rhymes and Songs** Encourage the students to learn short rhymes or songs that include words from vocabulary lists and their personal dictionaries. For example, when reviewing body parts, students sing "Head, Shoulders, Knees and Toes." Encourage the students to modify the song by changing the words to other body parts, classroom objects, family members and other vocabulary words. Have the students teach their own versions to other students. ➢ **Behind Your Back** Arrange the students in partners. Give one student a vocabulary list and have him or her "write" a word from the list on his or her partner's back. Using his or her previous knowledge of Punjabi vocabulary and alphabet, the partner tries to guess what word was written. Have the students switch places so that both have the opportunity to write and guess the word. ➢ **Sentence Creation** Write different words from all parts of speech on individual cards. Give one set of cards to each group and have the students manipulate the cards to create phrases or simple sentences. Have the students record their sentences in their notebooks.

S–1.1 cognitive

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a variety of simple cognitive strategies, with guidance, to enhance language learning?	
➢ **Observation Checklist** Create an outcome-based observation checklist to assess how well students are able to make personal dictionaries. Use the checklist to assess if students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, look for patterns and relationships (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they learn the simple rhymes and songs. Record anecdotal notes of the extent to which they are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., perform actions to match words of a song, learn short rhymes or songs, incorporating new vocabulary or sentence patterns (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Simple Punjabi rhymes and songs.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they guess the mystery words. Use the checklist to assess if students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., use previously acquired knowledge to facilitate a learning task (see sample blackline master in Appendix E: Observation Checklist).	➢ Vocabulary lists.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they create new sentences. Use the checklist to assess if students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., experiment with various elements of the language, look for patterns and relationships (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Word cards.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning S–1.2 metacognitive	➢ **Preparing for Research** Divide the students into groups and have them prepare for a research activity by planning in advance how to approach the task. Have the students brainstorm in their groups what they will need to complete and the steps involved in the tasks. Discuss how using different strategies may help them to cope with texts containing unknown elements and have the groups create a list of strategies they will attempt to use during the task. **Extension** Encourage the students to listen or read for key words in a variety of texts during their research. ➢ **Use and Track Learning Strategies** Provide the students with a checklist of learning strategies. Model and discuss the strategies as a class. Ask the students to include the list in their learning logs and check the strategies as they use them. Encourage the students to reflect on their strengths and weaknesses and identify goals for using specific strategies in the future.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple metacognitive strategies, with guidance, to enhance language learning?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they plan how to approach their research. Students use the checklist to determine if they are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., make a plan in advance about how to approach a language learning task, know how strategies may enable coping with texts containing unknown elements (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Learning Log**
After discussing what strategies work best for them, have the students reflect on their learning and how well they were able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., evaluate your performance or comprehension at the end of a task, be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly.

Have the students write about the strategies they use most often and set goals for themselves regarding strategies they would like to try.

MATERIALS

➢ Various reference materials related to a research project.

➢ List of strategies.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple social and affective strategies, with guidance, to enhance language learning **S–1.3** social/affective	➢ **Modelling Strategies** Lead students in a discussion of how taking risks is an important part of language learning. Model various strategies, such as risk-taking, self-talk and humour. Describe your own experiences and other examples of using these types of strategies, e.g., – You visit a household, community or country where Punjabi is spoken. You don't know the people, but you try speaking to them in Punjabi anyway. – You are about to do a presentation in Punjabi to the class and you are nervous about your pronunciation. Before your presentation, think positive thoughts and encourage yourself by thinking of all the things you have done already in Punjabi. Encourage the students to use these strategies on their own. ➢ **Working with Others** Provide a selection of simple, visually rich stories in Punjabi. Divide the students into groups and have them work together to read the short texts. Encourage the students to discuss what to do when they come across a word they do not know. Every student in the group should take a turn reading the text. Have the students summarize the text and present their summaries to the rest of the class.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple social and affective strategies, with guidance, to enhance language learning?

➢ **Learning Log**
After discussing the benefits of the various social and affective strategies, have the students reflect on their learning and how well they were able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., use self-talk to feel competent to do the task, and be willing to take risks and try unfamiliar tasks and approaches. Have them draw on past experiences and previous knowledge. What new strategies have they been introduced to? Will they continue to/attempt to use these strategies in the future?

MATERIALS

➢ None required.

➢ **Anecdotal Notes**
Observe students as they participate in shared reading. Record anecdotal notes of the extent to which students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups, seek the assistance of a friend to interpret a text, participate in shared reading experiences (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Variety of simple, well-illustrated Punjabi stories.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.1 interactive a. use a variety of simple interactive strategies, with guidance	➢ **Clarification Phrases** Model, in conversation, commonly used words, phrases and sentences for asking for clarification, help or repetition to assist students in interacting with others in Punjabi. Post these phrases around the classroom and encourage the students to practise the phrases when conversing in groups. ➢ **Conversing with Partners** Divide the students into pairs and have them participate in short conversations with each other about pets, hobbies and other topics of interest. Encourage the students to use strategies, such as interpreting nonverbal clues (e.g., mime, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, circumlocution (e.g., "the thing you hang the clothes on" for "hanger"), repeating part of what someone has said to confirm understanding and asking follow-up questions to check for understanding (e.g., "Am I making sense?"). **Extension** Organize the students into small groups and have them prepare a brief skit in which they demonstrate simple interactions using the interaction vocabulary and phrases.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple interactive strategies, with guidance?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they practise using clarification phrases when conversing in groups. Students use the checklist to determine if they are able to use a variety of simple interactive strategies, with guidance; e.g., indicate a lack of understanding verbally or nonverbally, ask for clarification or assistance if necessary (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they converse with a partner. Use the checklist to assess if students are able to use a variety of simple interpretive strategies, with guidance; e.g., interpret and use nonverbal cues, assess feedback from partner to improve communication (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper, markers.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple interpretive strategies, with guidance	➢ **Prediction** Before reading a text, have the students predict what it is about based on the title and any illustrations. Before a guest speaker arrives, have the students make predictions about what they expect to hear based on what they already know about the topic.
S–2.2 interpretive	➢ **Interpretive Strategies for Reading** Provide students with a Punjabi text on a specific topic. Create guiding questions on the topic covered in the text and have the students skim and scan the text to find the answers to the questions. Have the students read the text more closely, identifying key words and phrases and rereading several times to understand the more complex ideas. Encourage the students to learn how to deal with unknown words in a text; e.g., – Read sentences before and after the unknown word. – Find words or phrases that give clues to the word's meaning or function. – Look at clues as to the word's function by examining its spelling. Ask the students to summarize the information learned from the text. Encourage the students to make connections between the text and their prior knowledge.
	➢ **Visuals and Gestures** Have the students play games similar to Pictionary or charades and practise using gestures and visual supports to aid comprehension. Encourage the students to use visuals and gestures to aid their understanding of Punjabi speakers whenever possible, for example when watching Punjabi television programs and movies.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a variety of simple interpretive strategies, with guidance?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they make predictions. Use the checklist to assess if students are able to use a variety of simple interpretive strategies, with guidance; e.g., make predictions about what they expect to hear or read based on prior knowledge and personal experience (see sample blackline master in Appendix E: Observation Checklist).	➢ Punjabi story book; guest speaker.
➢ **Anecdotal Notes** Observe students as they read a given text. Record anecdotal notes of the extent to which students are able to use a variety of simple interpretive strategies, with guidance; e.g., look for key words, use knowledge of the sound–symbol system to aid reading comprehension, use skimming and scanning to locate key information in texts (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Punjabi text on a specific topic.
➢ **Anecdotal Notes** Observe students as they play the games. Record anecdotal notes of the extent to which they are able to use a variety of simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pictionary game, topics for charades.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.3 productive a. use a variety of simple productive strategies, with guidance	➢ **Posters and Mobiles** Write a list of various Punjabi expressions and phrases on the board. Have the students choose the words and phrases from those written on the board and create posters, being sure to include illustrations. Divide the students into groups and have them design, create and hang mobiles in the classroom. Each mobile should contain elements (vocabulary/grammatical structures) related to a lexical field studied. ➢ **The Writing Process** Ask the students to listen to and read various samples of basic familiar fables or fairy tales and take notes to help their own writing. After reviewing different examples, have the students create their own texts with illustrations following a chosen pattern. Have the students brainstorm their ideas before starting, then follow the writing process—prewriting, writing, revisions, correction and publication. Encourage the students to apply grammar rules to improve their texts and to avoid difficult structures by rephrasing.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple productive strategies, with guidance?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create posters and mobiles. Use the checklist to assess if students are able to use a variety of simple productive strategies, with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they create their own illustrated texts. Students use the checklist to determine if they are able to use a variety of simple productive strategies, with guidance; e.g., use the writing process, use illustrations to provide detail, use familiar, repetitive patterns. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

➢ Poster materials, cardstock, markers, string or wire, hangers.

➢ Examples of familiar fables or fairy tales.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–3.1 cognitive a. use a variety of simple cognitive strategies, with guidance, to enhance general learning	➢ **Mental Images** Present the students with pictures that have words written underneath them or on the back. Have the students concentrate on retaining mental images of the pictures and the words to help them remember new vocabulary or information. Eventually, remove the picture part of the prompt, leaving only the written text. Alternatively, leave the picture and remove the word and have the students recall the name of the item. ➢ **Identify the Category** List several categories of objects on the board; e.g., types of plants, animals, vehicles, tools, clothing, instruments. Have the students draw word cards with names of items on them. Have the students read the words and then identify the category or categories to which the words belong. ➢ **Inquiry Process** Brainstorm with students what they know about a topic or theme. Have the students research the topic and create a presentation. Before beginning their research, have the students write what they know and want to know in a KWL chart (see Appendix D: Graphic Organizers). Encourage the students to access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance general learning?

➢ **Conferencing**
Meet with the students and discuss the strategy of using mental images to remember vocabulary. Did it work for them? What could they do differently? Encourage the students to use mental images to remember new vocabulary and other information.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they categorize the objects. Students use the checklist to determine if their peers are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., classify objects and ideas according to their attributes (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they begin an inquiry. Use the checklist to assess if students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., formulate key questions to guide research, seek information through a network of sources (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Picture cards with words.

➢ Word cards with a variety of words in Punjabi.

➢ Various research materials.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple metacognitive strategies, with guidance, to enhance general learning *(continued)*	➢ **Project Plan** Before beginning a task, have the students plan the steps they will take to complete the task. For example, have the students make a plan for a visit to a bilingual Kindergarten or Grade 1 class to present their play. Have them jot down different jobs they need to do, e.g., making the backdrop, getting materials, and make and follow a plan for completing the task on time.
S–3.2 metacognitive	➢ **Self-analysis** Ask the students to complete a self-analysis based on their own needs and interests. Encourage them to think about and answer questions, such as: 1. When I'm working on an activity, what kinds of things help me? How do they help me? For example: • other students • adults • things on my desk • books and reference materials. 2. What things do I need to do to help myself: • before I start? • during the activity? • after the activity? 3. What are my favourite things to learn about? 4. Rate the following things from one (like it the most) to ten (like it the least): sort things, organize things, look for information, watch videos, role-play, learn about culture, play games, write my own stories, create art work, listen to guest speakers.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a variety of simple metacognitive strategies, with guidance, to enhance general learning?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they plan their projects. Students use the checklist to determine if they are able to use a variety of simple metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task, take responsibility for planning, monitoring and evaluating learning experiences (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Learning Log** After the students complete their self-analysis, have them reflect on their own learning and how well they were able to use a variety of simple metacognitive strategies, with guidance, to enhance general learning; e.g., develop criteria for evaluating own work, reflect on learning tasks. Ask the students to describe how they will use what they know about themselves in future learning activities.	➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–3.2 metacognitive a. use a variety of simple metacognitive strategies, with guidance, to enhance general learning	➢ **Dear Mom and/or Dad** Have the students write letters to their parents regarding their learning. Provide guidance to the students, encouraging them to think about how they learn best. Have them list the strategies/activities that have worked best for them, why they believe those strategies/activities are effective and how they intend to apply them in their next Punjabi classes. Have the students refer to their learning logs if they have been tracking the various strategies/activities and how they work. Encourage the students to think about their thinking, to identify how they best learn and to apply those strategies to optimize their learning of Punjabi. Invite the parents to respond to their children's letters. The letters can become part of the students' portfolios.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple metacognitive strategies, with guidance, to enhance general learning?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they write letters to their parents. Use an outcome-based rating scale to assess how well students are able to use a variety of simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect on learning and thinking processes, keep a learning journal (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple social and affective strategies, with guidance, to enhance general learning S–3.3 social/affective	➢ **Brainstorming Strategies** Brainstorm with the students social and affective strategies they might use to enhance their learning of Punjabi; e.g., ask the teacher for help, ask a fellow classmate to explain something they find difficult, pair up to quiz one another before a test, pair up and take turns reading simple Punjabi storybooks, share an assignment by dividing up the work and then coming together to synthesize and summarize to produce a final project. Have the students identify the strategies they have used, ones they would like to use more often and strategies they would like to try. ➢ **Group Problem Solving** Divide the students into groups of five and assign each group a simple problem; e.g., prepare 10 posters about specific Punjabi activities happening in the school, make a convincing presentation to Grade 3 students about why it is beneficial to take Punjabi as a second language. Provide the students with a simple problem-solving model, for example: 1. Identify the problem or issue. 2. Think of possible solutions. 3. Identify the consequences of each solution. 4. Decide on the best solution (most positive results). 5. Follow through with a plan of action. Have the groups work through the problems and develop action plans. Have each group present its problem and solution to the rest of the class and explain how they worked together to come up with the solution.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple social and affective strategies, with guidance, to enhance general learning?

➢ **Anecdotal Notes**
Observe students as they brainstorm social and affective strategies. Record anecdotal notes of the extent to which students are able to use a variety of simple social and affective strategies, with guidance, to enhance general learning; e.g., seek help from others, choose learning activities (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ **Learning Log**
After focusing on what they learned when working together to solve the problem, have the students reflect on their learning and how well they were able to use a variety of simple social and affective strategies, with guidance, to enhance general learning; e.g., take part in group decisions and problem-solving processes.
- What worked well?
- What would they do differently next time?

➢ None required.

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Grade Level Samples for Grade 6

Applications **478**

Language Competence **532**

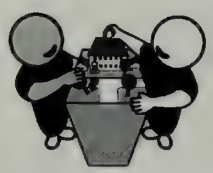
Global Citizenship **580**

Strategies **622**

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

- A–1 to impart and receive information
- A–2 to express emotions and personal perspectives
- A–3 to get things done
- A–4 to form, maintain and change interpersonal relationships
- A–5 to extend their knowledge of the world
- A–6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Punjabi **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret and produce oral texts
- LC–3 interpret and produce written and visual texts
- LC–4 apply knowledge of the sociocultural context
- LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC–1 historical and contemporary elements of Punjabi culture
- GC–2 affirming diversity
- GC–3 personal and career opportunities

Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

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Applications

General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information a. describe people, places and things	➢ **Describing People** Invite a student to the front of the classroom to describe another student, including his or her clothing and accessories. Ask the other students to listen and try to guess who is being described. **Extension** Have the students prepare skits in which they must find a lost sibling at a mall by describing the sibling to mall security using simple adjectives. ➢ **Celebrity Descriptions** Ask the students to bring in pictures of their favourite celebrities. Have them describe orally the celebrity's appearance and personality using simple adjectives; e.g., – ਇਹ ਹਰਭਜਨ ਮਾਨ ਹੈ। (This is Harbhajan Maan.) – ਇਹ ਮਸ਼ਹੂਰ ਹੈ। (He is famous.) – ਇਹ ਇੱਕ ਕਲਾਕਾਰ ਹੈ। (He is an entertainer/artist.) – ਇਹ ਚੰਗਾ ਗਾਉਂਦਾ ਹੈ। (He sings well.) – ਇਹ ਲੰਮਾ ਹੈ। (He is tall.) – ਇਸ ਦੇ ਚਹਰੇ ਤੇ ਫਰਾਂਸੀਸੀ ਕੱਟ ਹੈ। (He has a goatee.)

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • describe people, places and things?	
➢ **Anecdotal Notes** Observe students as they describe other students in the guessing game. Record anecdotal notes of the extent to which students are able to describe people, places and things (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they describe their favourite celebrities. Use the checklist to assess if students are able to describe people, places and things (see sample blackline master in Appendix E: Observation Checklist).	➢ Pictures of celebrities.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information b. describe series or sequences of events or actions	➢ **Preparing a Snack** Ask the students to bring in simple food items to prepare, such as instant soup mix, instant hot chocolate or ice cream and toppings to make a sundae. Demonstrate how to make the snack using appropriate vocabulary and expressions. Have the students then find partners and take turns giving each other oral directions for preparing the snack. Once all oral directions have been followed, allow the students to eat or drink the prepared snack. ➢ **My Day** Ask the students to prepare posters that demonstrate the sequence of activities they do throughout the day. Have them present their posters by orally describing a series or sequence of events, for example: – ਮੈਂ ਸਵੇਰੇ ਉਠਦਾ/ਉਠਦੀ ਹਾਂ। (I wake up in the morning.) – ਮੈਂ ਆਪਣੇ ਦੰਦ ਸਾਫ਼ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ। (I clean my teeth.) – ਮੈਂ ਨਹਾਉਂਦਾ ਹਾਂ। (I take a bath.) – ਮੈਂ ਕੱਪੜੇ ਪਾਉਂਦਾ/ਪਾਉਂਦੀ ਹਾਂ। (I put on my clothes.) – ਮੈਂ ਨਾਸ਼ਤਾ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ। (I eat breakfast.)

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- describe series or sequences of events or actions?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they prepare quick snacks. Students use the checklist to determine if their peers are able to describe series or sequences of events or actions (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they create posters on their daily routines. Record anecdotal notes of the extent to which they are able to orally describe series or sequences of events or actions (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Instant soup or hot chocolate mix or ice cream and toppings, napkins, hot water, utensils.

➢ Poster materials.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

A–2.1
share ideas, thoughts, opinions, preferences

SPECIFIC OUTCOMES

Students will be able to:

a. inquire about, and express, likes and dislikes

SAMPLE TEACHING AND LEARNING ACTIVITIES

➢ **Class Surveys**
Have the students create small, simple surveys about food preferences, for example:

ਵਿਦਿਆਰਥੀ (student)	ਪੀਜਾ (pizza)	ਸਮੋਸੇ (samosas)	ਜਲੇਬੀਆਂ (jalabies)	ਰੋਟੀ (roti)	ਖੀਰ (rice pudding)
Sukhi					
Aline					
Janice					
James					
Taran					
Elizabeth					
Paul					
Luis					

Have them circulate and ask their classmates, individually, ਕੀ ਤੁਸੀਂ ਸਮੋਸੇ ਪਸੰਦ ਕਰਦੇ ਹੋ? (Do you like samosas?) The students answer in complete sentences and the interviewer puts a ਹਾਂ ਜਾਂ ਨਹੀਂ (yes or no) in the box beside the student's name. Ask the students to create bar graphs representing the various likes and dislikes of class members. Have the students prepare similar surveys related to other lexical fields studied; e.g., friends, favourite types of music, sports and leisure.

➢ **Hobbies and Pastimes**
Present the students with a variety of pictures depicting hobbies and pastimes. Ask the students which activities they prefer, using questions such as: ਕੀ ਤੁਸੀਂ ਹਾਕੀ ਖੇਡਣਾ ਪਸੰਦ ਕਰਦੇ ਹੋ? (Do you like playing hockey?)

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • inquire about, and express, likes and dislikes?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they conduct surveys on food preferences. Use the checklist to assess if students are able to inquire about, and express, likes and dislikes (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Conferencing** Meet with the students individually and ask them which hobby or pastime activities they prefer. Assess how well students are able to inquire about, and express, likes and dislikes.	➢ Pictures of hobbies and pastimes.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.1 share ideas, thoughts, opinions, preferences b. record and share thoughts and ideas with others	➢ **Photograph Exploration** Ask the students to bring in photographs showing themselves at an event that took place in the past; e.g., sporting event, summer holiday, special event, birthday party. Have the students then record and share their thoughts about the event; e.g., – ਮੈਨੂੰ ਏਹ ਖਾਸ ਵਾ ਕਆ ਬਹੁਤ ਪਸੰਦ ਹੈ. ਕਉਂ ਕ _____ । (I liked this event because _____.) ➢ **Music Appreciation Centres** Set up a variety of music appreciation centres including traditional and contemporary Punjabi music and various instruments from Punjab. Have the students select their favourite pieces of music and share their thoughts and opinions with their partners. Ask the students to design a CD cover for the music and share their work with their classmates.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • record and share thoughts and ideas with others?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they begin a photograph exploration about an event that took place in the past. Use the rating scale to assess how well students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Student photographs of events.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they visit music appreciation centres and select their favourite music. Use the checklist to assess if students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Observation Checklist).	➢ Variety of contemporary and classical Punjabi music, listening centres.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes.**

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.2 share emotions, feelings a. inquire about, record and share personal experiences involving an emotion or feeling	➤ **Family Events** Ask the students to bring in photographs that they are prepared to speak about, such as pictures of themselves on holiday, at a birthday party or with their families. Then have the students share with a group, orally and in writing, basic information about a family event and how they felt during the event. For example: – ਏਹ ਮੇਰੇ ਜਨਮ ਦਨ ਦੀ ਫੋਟੋ ਹੈ । (This is my birthday.) – ਮੈਂ ਗਆਰਾਂ ਸਾਲਾਂ ਦਾ/ਦੀ ਹਾਂ । (I am 11 years old.) – ਮੈਂ ਬਹੁਤ ਖੁਸ਼ ਹਾਂ । (I am very happy.) Encourage the students to ask questions about their group members' pictures. ➤ **Personal Reflection** Display several pictures or photographs of a variety of situations that evoke emotions; e.g., a family celebration, losing a hockey game, lost in the woods. Ask the students to describe their own experiences they are reminded of when they look at the pictures.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- inquire about, record and share personal experiences involving an emotion or feeling?

➢ **Anecdotal Notes**
Observe students as they share personal photographs. Record anecdotal notes of the extent to which students are able to inquire about, record and share personal experiences involving an emotion or feeling (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they review the pictures and describe their own experiences they are reminded of by the pictures. Use the checklist to assess if students are able to inquire about, record and share personal experiences involving an emotion or feeling (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Students' photographs.

➢ Pictures and photographs that evoke an emotional response.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes.**

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others a. encourage or discourage others from a course of action	➢ **Vocabulary Review and Practice** Review scenarios in which students would encourage or discourage others from a course of action. Review and practise terms of encouragement and discouragement; e.g., – ਸ਼ਾਬਾਸ਼ (Very good.) – ਬੱਲੇ-ਬੱਲੇ (Wow!) – ਖੂਬਸੂਰਤ (Beautiful.) – ਹਟ (Stop.) – ਬਸ ਕਰੋ (Stop that.) – ਏਸ ਤਰ੍ਹਾਂ ਨਾ ਕਰੋ (Don't do that.) Post these terms in the classroom. Encourage the students to use these phrases when playing games or doing group work. ➢ **Team Work** Divide the students into teams and set up an obstacle course in the classroom gymnasium or school yard. Have each group decide on one member to wear a blindfold. Blindfold the "listeners" and have each team direct their listeners through the obstacle course using verbal instructions, such as ਚਲੋ, ਰੁਕੋ, ਖੱਬੇ ਚਲੋ, ਸੱਜੇ ਚਲੋ, ਗਲਤ ਰਸਤਾ (go, stop, go left, go right, wrong way) and terms of encouragement and discouragement.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- encourage or discourage others from a course of action?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they review vocabulary related to encouragement and discouragement. Use the checklist to assess if students are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper, markers.

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they participate in the obstacle course. Students use the checklist to determine if they are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ Obstacle course, blindfolds.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others b. give and follow a simple sequence of instructions	➢ **Simon Says** Invite one student volunteer to come to the front of the class and have him or her direct the students in a game of ਸਾਈਮਨ ਕ ਹੰਦਾ (Simon Says). When a student does not follow the command correctly or follows a command when the leader did not say "ਸਾਈਮਨ ਕ ਹੰਦਾ"(Simon Says), he or she sits down. After a predetermined amount of time, have a new student volunteer play the role of ਸਾਈਮਨ (Simon). ➢ **Row Races** Have student teams sit in rows and have all the students from the front of each row come to the front of the classroom. Describe a simple sequence of actions to be performed. The first student returns to his or her row and tells the next student in the row these instructions. The sequence of actions is verbally relayed down the row. The last student in the row listens and performs the sequence of actions. ➢ **Scavenger Hunt** Divide the students into groups and have them prepare scavenger hunts for other groups. Have the groups follow the directions to find various items in the hunt. The first group to follow all of the instructions correctly to find the items wins.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • give and follow a simple sequence of instructions?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they participate in a game of Simon Says. Use the checklist to assess if students are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Informal Observation** Observe the students as they play the row race game and use your observations to determine whether students are able to give and follow a simple sequence of instructions. Offer feedback, encouragement and praise as needed.	➢ None required.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they create and participate in a scavenger hunt. Students use the rating scale to assess how well they are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. make an offer and an invitation and respond to offers and invitations made by others	➢ **You Are Invited To ...** Introduce the students to culturally appropriate ways of inviting others to a social function. Ask the students to create invitations to a party or an event and exchange them with partners. Have the students reply to the invitations with appropriate, simple written responses. ➢ **Schedule** Brainstorm with the students the type of activities that they like to do on the weekend. Discuss with the students the questions and expressions they need to plan weekend activities with a friend. For example: ਕੀ ਤੁਸੀਂ 3 ਵਜੇ ਫਲਮ ਦੇਖਣ ਜਾ ਸਕਦੇ ਹੋ? (Can you go to the movies at 3:00 p.m.?) ਨਹੀਂ, ਮੇਰੀ ਤਬਲੇ ਦੀ ਕਲਾਸ ਹੈ। (I can't. I have a drum class.) 7 ਵਜੇ ਜਾ ਸਕਦੇ ਹੋ? (Can you go at 7:00?) ਹਾਂ, ਮੈਂ ਜਾ ਸਕਦਾ ਹਾਂ। (Yes, I can.) Provide the students with two different schedules and some common activities. Have the students then organize their own weekend activities based on the model dialogue provided. ➢ **Potluck** Organize a potluck day in which students bring in various cultural dishes related to a celebration. Have the students practise offering one another their food and accepting or declining the offers. For example: – ਤੁਸੀਂ ਸਮੋਸਾ ਖਾਉਗੇ? (Would you like to try a samosa?) – ਹਾਂ ਜੀ (ਜਾਂ) ਨਹੀਂ ਜੀ , ਮੈਨੂੰ ਸਮੋਸੇ ਪਸੰਦ ਨਹੀਂ। (Yes, thank you. OR No, thank you. I don't like samosas.) ➢ **Matching Flash Cards** Create two class sets of flash cards with pictures showing weekend activities and a time of day. Give each student a flash card and have the students mingle with each other, searching for their matches by asking invitation questions including the time of day. When a match occurs, the students sit down with their partners and role-play offering an invitation over the telephone.

A–3.2
state personal actions

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make an offer and an invitation and respond to offers and invitations made by others?

➢ **Anecdotal Notes**
Observe students as they create invitations for a party or event and exchange them with partners. Record anecdotal notes of the extent to which students are able to make an offer and an invitation and respond to offers and invitations made by others (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with the students before they schedule a weekend activity with a friend. Use the rating scale to assess how well students are able to make an offer and an invitation and respond to offers and invitations made by others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3.).

➢ **Informal Observation**
Observe the students as they make an offer and an invitation and respond to offers and invitations made by others during the potluck day and use your observations to decide if further review is required. Offer feedback, encouragement and praise as needed.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they ask invitation questions to match flash cards. Use the checklist to assess if students are able to make an offer and an invitation and respond to offers and invitations made by others (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Invitation samples, e-mail, printer.

➢ Sample weekend schedules.

➢ Various cultural foods.

➢ Flash cards with pictures of activities, telephone props.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. inquire about, and express, ability and inability to do something **A–3.2** state personal actions	➢ **Collages** Have the students make collages of activities that they are able to do. To accompany the collage, have the students write simple statements and a question. For example: – ਮੇਰਾ ਨਾਮ _____ਹੈ । (My name is _____.) – ਮੈਂ _____ ਖੇਡਣਾ ਪਸੰਦ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ । (I like playing _____.) – ਕੀ ਤੁਸੀਂ _____ ਖੇਡਣਾ ਪਸੰਦ ਕਰਦੇ ਹੋ ? (Do you like playing _____?) ➢ **Ability Survey** Create a chart describing specific actions; e.g., ਫੁਟਬਾਲ (soccer), ਭੰਗੜਾ (bhangra dancing), ਤਬਲਾ (drums), ਸਾਈਕਲ (biking). After practising the question, ਕੀ ਤੁਸੀਂ ... (Can you ...?) and possible responses as a class, have the students gather in an area of the classroom. Ask the students to interact, randomly, with one student asking questions such as, ਕੀ ਤੁਸੀਂ ਫੁਟਬਾਲ ਖੇਡਦੇ ਹੋ? (Can you play soccer?), ਕੀ ਤੁਸੀਂ ਭੰਗੜਾ ਪਾ ਲੈਂਦੇ ਹੋ? (Can you do bhangra?), ਕੀ ਤੁਸੀਂ ਤਬਲਾ ਵਜਾਉਣਾ ਜਾਣਦੇ ਹੋ? (Can you play the drums?), ਕੀ ਤੁਸੀਂ ਸਾਈਕਲ ਚਲਾ ਲੈਂਦੇ ਹੋ? (Can you ride a bike?) Have the students respond with complete sentences. If the answer is ਹਾਂ ਜੀ (yes), the student that asked the original question writes the name of the responding student into the box of the chart. The goal of the activity is to find students in the class who can perform each of the activities listed in the chart.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- inquire about, and express, ability and inability to do something?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create collages and write simple statements and questions. Use the rubric to evaluate how well students are able to inquire about, and express, ability and inability to do something (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they ask questions about their classmates' abilities and chart their responses. Record anecdotal notes of the extent to which students are able to inquire about, and express, ability and inability to do something and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Magazines, scissors, glue, markers.

➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.3 manage group actions	a. encourage other group members to act appropriately	➢ **Group Role-plays** Introduce and have the students practise encouragement phrases such as: – ਸ਼ਾਬਾਸ਼ (Very good.) – ਬਹੁਤ ਸੁਹਣਾ (Very nice.) – ਬੱਲੇ ਬੱਲੇ (Wow!) Post the phrases around the classroom for future student reference. Arrange the students into small groups and have them create role-plays in which they encourage group members to act appropriately.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- encourage other group members to act appropriately?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create role-plays. Use the checklist to assess if students are able to encourage other group members to act appropriately (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper, markers.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions b. assume a variety of roles and responsibilities as group members	➢ **Group Roles** When students work in small groups, assign specific roles to each member of the group; e.g., facilitator, recorder, timekeeper, summarizer/presenter. Rotate the roles within each group. ➢ **Classroom Helpers** Encourage the students to assist in classroom chores; e.g., – distributing classroom materials – writing homework on the board – writing the date on the board – cleaning the board – tidying the class library. Assign weekly roles on a class chart. ➢ **Class Party** Organize a class party and assign various responsibilities to different student groups; e.g., food preparation, invitations, posters, decorations, video display. Encourage the students to plan and prepare for the class party by assuming a variety of roles and responsibilities within their groups.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- assume a variety of roles and responsibilities as group members?

➢ **Informal Observation**
Observe students as they engage in group work and assume various roles within the groups. Make mental notes of the extent to which students are able to assume a variety of roles and responsibilities as group members. Offer feedback, encouragement and praise as needed.

➢ **Anecdotal Notes**
Observe students as they participate in classroom chores as assigned. Record anecdotal notes of the extent to which students are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they organize a class party. Use the rating scale to assess how well students are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ None required.

➢ Class chores chart.

➢ Various materials for the class party.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.3 manage group actions	c. negotiate in a simple way with peers in small-group tasks	➢ **Let's Make a Deal** Divide the students into small groups or pairs and have them negotiate simple things, such as who will take the first turn in a game, who will be the group leader, who will be first in line and so on. Introduce relevant vocabulary and encourage the students to use the vocabulary during their group work; e.g., – ਕੀ ਮੈਂ ਲਾਈਨ ਵੱਚ ਪ ਹਲਾਂ ਖੜਾ ਹੋ ਸਕਦਾ ਹਾਂ ? (Can I be first in line?)

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- negotiate in a simple way with peers in small-group tasks?

➢ **Informal Observation**
Observe students as they practise simple negotiations with peers while completing simple tasks. Make mental notes of the extent to which students are able to negotiate in a simple way with peers in small-group tasks. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions d. offer to explain or clarify	➢ **Short Presentations** Divide the students into groups and have them take turns being the speaker. The speaker of the group talks for one minute on any topic. During and after his or her presentation, he or she checks for understanding; e.g., ਕੀ ਤੁਸੀਂ ਮੇਰੀ ਗੱਲ ਸਮਝ ਰਹੇ ਹੋ ? (Do you understand what I am saying?) The speaker elaborates or clarifies as necessary. As an extension, have the other group members briefly summarize what the speaker said.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- offer to explain or clarify?

➢ **Informal Observation**
Observe students as they take turns being a speaker during a presentation. Make mental notes of the extent to which students are able to offer to explain or clarify. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships a. talk about themselves and respond to the talk of others by showing attention and interest	➢ **Talk Show** Arrange the students into small groups and have them create talk shows in which one or a few members talk about themselves and respond to the questions and comments made by the "talk show host" and "audience members." ➢ **Inside–Outside Circle** Have the students participate in an inside–outside circle activity in which they take turns talking about themselves. Have the students form two large circles, one inside the other, and begin by talking with the person opposite them. The discussion could be focused on topics such as weekend activities, daily routines and favourite foods. After the students have spoken for two to three minutes, have the members of the outer circle move clockwise and begin new discussions with different partners.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • talk about themselves and respond to the talk of others by showing attention and interest?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in a talk show. Students use the checklist to determine if their peers are able to talk about themselves and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Various props.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they participate in the inside–outside circle activity. Students use the rating scale to assess how well they are able to talk about themselves and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships b. make and break social engagements	➢ **Invitations** Have the students create invitations to an imaginary event and exchange them with partners. The students reply to the invitations by first saying that they will be able to attend and later telling their partners that they will not be able to attend. This activity could be done using a message board or by e-mail. ➢ **Role-play** Have the students, in small groups, create role-plays in which one student invites the other members to an event. Some students accept the invitation, while others accept the invitation and then cancel. Encourage the students to use politeness conventions and to provide valid reasons for cancelling. For example: – ਕੀ ਤੁਸੀਂ ਪਾਰਕ ਵੱਚ ਖੇਡ ਸਕਦੇ ਹੋ ? (Can you play at the park?) – ਨਹੀਂ, ਮੈਂ ਪ ਹਲਾਂ ਆਪਣਾ ਘਰ ਦਾ ਕੰਮ ਕਰਨਾ ਹੈ। (No, I should do my homework.)

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make and break social engagements?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they exchange invitations to an imaginary event. Use the checklist to assess if students are able to make and break social engagements (see sample blackline master in Appendix E: Observation Checklist).	➢ E-mail, printer, construction paper, markers.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they engage in a role-play in which they invite each other to an event. Use the rubric to evaluate how well students are able to make and break social engagements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. explore classification systems and criteria for categories **A–5.1** discover and explore	➢ **Fruit Colours** Bring in various fruits you would find in Punjab; e.g., ਅੰਬ, ਲੀਚੀ, ਖਜੂਰ (mangoes, litchi, dates). Give students an opportunity to see, taste, feel and smell the fruits. Have the students classify the fruits into categories, such as colour, shape and taste. Ask the students to share their information with their peers.

ਨੀਲਾ (blue)	ਪੀਲਾ (yellow)	ਲਾਲ (red)	ਹਰਾ (green)
	bananas	mangoes	grapes

➢ **Creative Menus**
After reviewing food vocabulary, have the students work with partners to create menus from any part of the world. Encourage the students to classify the menu items under the imaginative headings; e.g., from the sea, from the ground, from the sky. The activity can be extended by having the students use different adjectives to describe the foods based on texture, smell or appearance. Arrange the students into small groups and ask them to create restaurant role-plays in which they make use of their menus.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore classification systems and criteria for categories?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they classify the fruit into various categories. Students use the rating scale to assess how well they are able to explore classification systems and criteria for categories (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Anecdotal Notes**
Observe students as they create their menus. Record anecdotal notes of the extent to which students are able to explore classification systems and criteria for categories (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Various fruits native to the Punjabi region.

➢ Art materials, sample restaurant menus from Punjabi restaurants.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. discuss relationships and patterns A–5.1 discover and explore	➢ **Weather Patterns** Create a chart comparing the high and low temperatures of a city in Punjab and in Canada; e.g., showing the months across the top and locations down the side. Have the students investigate and discuss weather patterns in the two countries. ➢ **Spelling Patterns** Have the students collect various vocabulary words grouped by spelling patterns. Have the students examine their lists and answer questions such as: – ਕਹੜਾ ਨਮੂਨਾ ਸੱਭ ਤੋ ਜ਼ਆਦਾ ਮਲਦਾ ਹੈ? (Which pattern is the most common?) – ਕਹੜੇ ਸ਼ਬਦਾਂ ਦੇ ਘੱਟ ਨਮੂਨੇ ਹਨ? (Which word pattern is the least common?) – ਕੀ ਕੋਈ ਸ਼ਬਦਾਂ ਦੇ ਨਮੂਨੇ ਹਨ ਜਨ੍ਹਾਂ ਦੇ ਅਰਥ ਮਲਦੇ ਹੋਣ? (Do any words with similar spelling patterns have a similar meaning?) – ਤੁਸੀ ਸ਼ਬਦਾਂ ਦੇ ਨਮੂਨੇ ਵਰਤ ਕੇ ਸ਼ਬਦ ਕਸ ਤਰ੍ਹਾਂ ਯਾਦ ਕਰੋਗੇ? (How will you use spelling patterns to help you remember words?) ➢ **Family Trees** Show the students several examples of family trees written in Punjabi. Model how to create a family tree and encourage the students to identify the relationships between themselves and their family members. For example: ਏਹ ਮੇਰੇ ਦਾਦਾ ਜੀ/ਨਾਨਾ ਜੀ ਹਨ। ਏਹ 55 ਸਾਲ ਦੇ ਹਨ। (He is my grandfather. He is 55 years old.) ਏਹ ਮੇਰੀ ਮਾਸੀ ਹੈ। ਏਸ ਦਾ ਨਾਮ ਕਰਨ ਹੈ। ਏਹ ਕੈਲਗਰੀ ਰ ਹੰਦੀ ਹੈ। OR ਏਹ ਮੇਰੇ ਮਾਸੀ ਜੀ ਹਨ। ਏਨ੍ਹਾਂ ਦਾ ਨਾਮ ਕਰਨ ਹੈ। ਏਹ ਕੈਲਗਰੀ ਰ ਹੰਦੇ ਹਨ। (This is my aunt. Her name is Kiran and she lives in Calgary.) Have the students create their own family trees and present them to the class. **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- discuss relationships and patterns?

➢ **Anecdotal Notes**
Observe the students as they examine the weather patterns in Punjabi and in Canada. Record anecdotal notes of the extent to which students are able discuss relationships and patterns (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Informal Observation**
Observe students as they collect various vocabulary words that are grouped by spelling patterns. Make mental notes of the extent to which students are able to discuss relationships and patterns. Offer feedback, encouragement and praise as needed.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they explore and create family trees. Students use the checklist to determine if their peers are able to discuss relationships and patterns (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Weather information for Punjabi and Canada; e.g., http://www.weathernetwork.ca.

➢ None required.

➢ Sample family trees.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes.**

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES

Students will be able to:

a. compare and contrast items in simple ways

A–5.2 gather and organize information

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Neighbourhood Walk**
As a class, go on a neighbourhood walk and discuss natural and man-made objects that you see. Have the students compare and contrast what they see; e.g.,

ਕੁਦਰਤੀ (Natural)	ਗੈਰ-ਕੁਦਰਤੀ (Man-made)
ਦਰੱਖਤ (tree)	ਘਰ (house)
ਘਾਹ (grass)	ਗੈਸ-ਸਟੇਸ਼ਨ (gas station)
ਫੁੱਲ (flower)	ਕਾਰ (car)
ਪਾਣੀ (water)	ਪੀਘਾਂ (swings)

➤ **Shoebox Objects**
Divide the students into small groups and give each group a shoebox filled with a variety of objects that they can name. Direct all groups to compare and contrast the items in their boxes in various ways. For example, students note whether each object is:
- ਵੱਡਾ/ਛੋਟਾ (big/small)
- ਲੰਮਾ/ਛੋਟਾ (long/short)
- ਹਲਕਾ/ਭਾਰਾ (light/heavy).

Have the students then take out two contrasting items and compare them using a complete sentence; e.g., using ਵੱਡਾ, ਉਸ ਤੋਂ ਵੱਡਾ, ਸਭ ਤੋਂ ਵੱਡਾ (big, bigger, biggest).

➤ **Comparing Pictures**
Divide the students into pairs. Have each pair look at two pictures with subtle differences. Have them find the differences and circle them. Encourage the students to speak in Punjabi throughout the activity and explain the differences as they are found. Have the students share their findings; e.g.,
- ਇਸ ਫੋਟੋ ਵੱਚ ... (In this picture ...)
- ਉਸ ਫੋਟੋ ਵੱਚ ... (In that picture ...)

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • compare and contrast items in simple ways?	
➢ **Learning Log** After the students return from their neighbourhood walk, have them recount what they saw in their learning logs, comparing and contrasting what they saw in simple ways.	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they compare or contrast various objects. Use the checklist to assess if students are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Observation Checklist).	➢ Variety of objects of different sizes, shoeboxes.
➢ **Anecdotal Notes** Observe students as they compare two similar pictures. Record anecdotal notes of the extent to which students are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pairs of pictures with slight differences.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. record observations A–5.2 gather and organize information	➢ **What Is the Weather Today?** Have the students observe the weather outside and, using vocabulary and pictures posted in the room, record their observations in their learning logs or on a class weather chart. ➢ **How Are You Feeling Today?** Have the students work with partners and take turns making various facial or body expressions that show how they are feeling. While one partner demonstrates the emotion, the other partner records it in his or her own Learning Log; e.g., _____ (ਨਾਮ) ਅੱਜ ਉਦਾਸ ਹੈ । (_____ (name) is sad today.) _____ (ਨਾਮ) ਅੱਜ ਖੁਸ਼ ਹੈ । (_____ (name) is happy today.) _____ (ਨਾਮ) ਅੱਜ ਥ ਕਆ ਹੋ ਇਆ ਹੈ । (_____ (name) is tired today.) ➢ **I Spy** Give the students the following prompt: ਆਪਣੀ ਕਲਾਸ ਵੱਚ ਤੁਹਾਨੂੰ "ਕ" ਨਾਲ ਕੀ ਦਸਦਾ ਹੈ ? (What do you see that begins with the letter ਕ in your classroom?) Record the students' responses on chart paper and have them copy their observations in their learning logs. ➢ **Classroom Chart** Create a class chart for recording various pieces of daily or weekly information, such as game results of a local sports team, the local weather, the weather in Punjab, the number of students in class that day and so on. Have the students take turns recording the information on the class chart.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • record observations?	
➢ **Learning Log** After the students have looked at the weather patterns, have them reflect on their learning and how well they were able to record observations about the weather outside.	➢ Class weather chart.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they record how other students are feeling. Students use the checklist to determine if their peers are able to record observations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they play I Spy. Students use the checklist to determine if they are able to record observations (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they record information on a class chart about various topics. Record anecdotal notes of the extent to which students are able to record observations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Wall chart, markers.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in problem-solving situations **A–5.3** solve problems	➢ **Problem Solving** Present a simple problem-solving model to the class. Divide the students into groups and provide each group with a problematic situation that requires a solution. For example: – Your parents have chosen a particular type of summer vacation, but you would like a different type of vacation. – You want to borrow a book from a library, but you do not have a library card. – You need a part for your video game, but you cannot find it anywhere. – You and your friends want to play soccer, but the field is not available. Have the students brainstorm various possible solutions for the problem and then choose the best one. Each group then creates a skit based on the scenario and its solution in Punjabi. ➢ **Problem-solving Chart** Display a problem-solving chart to assist students throughout the year. Encourage the students to solve simple problems using this visual; e.g., – ਕੀ ਸਮੱ ਸਆ ਹੈ? ਜਾਂ ਕੀ ਸਵਾਲ ਹੈ? (What is the question?) – ਤੁਹਾਡੇ ਕੋਲ ਕੰਨੀ ਕੁ ਜਾਣਕਾਰੀ ਹੈ? (What information do you have?) – ਤੁਹਾਡੀ ਯੋਜਨਾ ਕੀ ਹੈ? (What is your plan?) – ਕਰੋ । (Do it!) – ਕੀ ਤੁਹਾਨੂੰ ਸਹੀ ਨਤੀਜਾ ਮ ਲਆ? (Did you get positive results?)

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in problem-solving situations?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they generate solutions to problems and create a skit. Use the rating scale to assess how well students are able to participate in problem-solving situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Problematic situations.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before reviewing a problem-solving chart that can be used throughout the year. Use the checklist to assess if students are able to participate in problem-solving situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Chart paper, markers.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. make connections between behaviour and values *(continued)*	➢ **Free Time** Have the students discuss their pastime activities and how much time they spend doing them; e.g., – ਮੈਂ ਵਹਲੇ ਸਮੇਂ ਵਚ ____ ਖੇਡਦਾ/ਖੇਡਦੀ ਹਾਂ। (During my free time I play …) – ਮੈਂ ਹਰ ਰੋਜ/ਦੋ ਵਾਰੀ ਹਫਤੇ ਵਚ ___ਖੇਡਦਾ/ਖੇਡਦੀ ਹਾਂ। (I play ____ every day/twice per week.) – ਮੈਂ ਹਰ ਰੋਜ ਕੰ ਪਊਟਰ ਤੇ ਖੇਡਦਾ/ਖੇਡਦੀ ਹਾਂ। (Every day I play on the computer.) – ਮੈਂ ਹਰ ਰੋਜ ਇਕ ਘੰਟਾ ਟੀ. ਵੀ. ਦੇਖਦਾ/ਦੇਖਦੀ ਹਾਂ। (I watch one hour of television every day.) As a class, discuss the connection between the time spent on an activity and how much you value it. ➢ **Character Sketches** After reading a short story in which the characters are Punjabi, divide the students into groups and have them list some of the key actions of the main characters. Then have the groups discuss the following question: What do the actions of the characters tell you about them? Have the students make character sketches, describing the characters with adjectives based on what they did and how they behaved in the story. Have the groups share their character sketches with one another. ➢ **Value and Behaviour Role-plays** Give the students a list of values; e.g., love of nature and keeping our environment clean, honesty, the importance of sportsmanship and fair play. Divide the students into groups and have them create simple role-plays based on these values. Encourage them to express these values through the actions of the characters in their role-plays.

A–5.4
explore opinions and values

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make connections between behaviour and values?	
➢ **Informal Observation** Observe the students as they discuss how much they value the leisure activities they are involved in. Make mental notes of the extent to which they are able to make connections between behaviour and values.	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they create character sketches. Students use the checklist to determine if they are able to make connections between behaviour and values (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Story with Punjabi characters.
➢ **Anecdotal Notes** Observe the students as they perform their role-plays. Record anecdotal notes of the extent to which students are able to make connections between behaviour and values (see sample blackline master in Appendix E: Anecdotal Notes).	➢ List of values.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.4 explore opinions and values a. make connections between behaviour and values	➤ **What Do I Do?** Provide example situations that students could be faced with; e.g., – you see someone take money from a desk – you see someone alone on the playground – you broke a vase at home, but no one saw you. Have the students discuss what they would do if they were confronted with these situations and why they would do what they would do. Discuss the connection between your actions and your values. Have them write sentences that explain what they would do and why, based on a pattern; e.g., ਮੈਂ_____ (I would do) ਕਉਂ ਕ (because I think) _____।

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make connections between behaviour and values?

➢ **Conferencing**
Meet with individuals or groups of students to discuss what they would do in the situations and why. Determine the students' ability to make connections between behaviour and values.

MATERIALS

➢ Example situations.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize differences of opinion *(continued)*	➢ **Opinion Survey** Have the students create opinion surveys and interview their classmates. Survey topics might include favourite animals, music and so on. Have the students share their surveys with the class, making specific references to the differences of opinion; e.g., ਬਹੁਤ ਲੋਕ_____ ਪਸੰਦ ਕਰਦੇ ਹਨ। (A lot of people like _____.), ਕੁਝ ਲੋਕ_____ ਪਸੰਦ ਕਰਦੇ ਹਨ। (Some people like ___.), ਬੁਹਤ ਥੋੜੇ ਲੋਕ_____ ਪਸੰਦ ਕਰਦੇ ਹਨ। (Very few people like ___.), ਕੋਈ_____ ਪਸੰਦ ਨਹੀਂ ਕਰਦਾ। (Some people don't like _____.) ➢ **Responding to Artwork** Present the class with a unique sculpture or a painting. Have the students express their own opinions, accept the opinions of others and realize there are no correct or incorrect responses to the artwork. ➢ **Differences of Opinion** Present several characters who have different opinions on a particular topic; e.g.: Character 1: I think we should put a new parking lot in that space. There's nowhere to park in that area. Character 2: I think we should keep the park—lots of people like to have lunch there and it makes the area look nicer. Character 3: I think they should build an outdoor rink there. It would give people something to do. Discuss the different opinions and encourage the students to respect the opinions of others and understand that everyone does not have to have the same opinion.

A–5.4
explore opinions and values

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize differences of opinion?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they begin opinion surveys. Use the checklist to assess if students are able to recognize differences of opinion (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe the students as they discuss a sculpture or painting. Record anecdotal notes of the extent to which students are able to recognize differences of opinion (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Unique sculpture or painting.
➢ **Informal Observation** Observe students as they discuss the differences of opinion. Use your observations to determine if students are able to recognize differences of opinion.	➢ Various characters with opinions on a topic.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.4 explore opinions and values	b. recognize differences of opinion	➢ **School Hot Topic** Discuss a topic that is currently a hot topic around the school; e.g., bullying, dress code, littering, a new school policy, a school event. Write any relevant or new vocabulary on the board. Divide the students into groups and have each member of the group record his or her own opinion on the topic. Have the students share their opinions with their groups and create group summaries of the different opinions. All groups then present their summaries to the class.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize differences of opinion?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they discuss a popular topic at school. Use the checklist to assess if students are able to recognize differences of opinion (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for fun and to interpret simple humour **A–6.1** humour/fun	➢ **Comic Strips** Read various comic strips in Punjabi and have the students develop and create their own simple comic strips. Encourage them to use humour, puns and jokes in their comics and silly phrases like " ਏਹ/ਉਹ ਮੇਰਾ ਸਰ ਖਾਂਦਾ ਹੈ"(He's driving me crazy!)
	➢ **Punjabi Television** Play humorous television commercials or a comedy show from the Punjabi culture. Encourage the students to enjoy the programs and to see the humour in them.
	➢ **Tongue Twisters** Have the students practise simple tongue twisters and present them to the class or in small groups. For example: – ਬੱਬੂ ਬਾਬੇ ਨਾਲ ਬਾਂਦਰ ਦੇਖਣ ਗਆ। (Babbu went with the old man to see the monkeys.)

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for fun and to interpret simple humour?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create humorous comic strips. Students use the checklist to determine if their peers are able to use the language for fun and to interpret simple humour (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Learning Log**
After viewing commercials or comedy shows, have the students reflect on how they enjoyed the shows; e.g.,
- My favourite part was …
- It was funny when …

➢ **Informal Observation**
Observe students as they present simple tongue twisters to the class. Make mental notes of the extent to which students are able to use the language for fun and to interpret simple humour. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Simple comic strips in Punjabi.

➢ Humorous Punjabi television shows, cartoons.

➢ Punjabi tongue twisters.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–6.2 creative/aesthetic purposes a. use the language creatively and for aesthetic purposes	➢ **Ad-lib Story** Provide the students with a story, using patterned sentences with blanks for nouns, verbs and adjectives. Have the students fill in the blanks and illustrate the story. Encourage the students to choose words they like from their personal dictionaries. ➢ **Rap Song** Arrange the students into small groups and have them create a simple Punjabi rap song based on a familiar theme. Have the students share their raps with the class. ➢ **Poetry** Have the students create patterned poems, such as cinquains, acrostic poems or haiku in Punjabi. Encourage them to create vivid mental pictures with the words they choose.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language creatively and for aesthetic purposes?

➢ **Anecdotal Notes**
Observe students as they create stories by filling in the blanks with favourite words. Record anecdotal notes of the extent to which students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create rap songs. Students use the checklist to determine if their peers are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they write poems. Use the rubric to evaluate how well students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Story in Punjabi with blanks for nouns, verbs and adjectives.

➢ Sample Punjabi raps and popular music.

➢ Sample poems in Punjabi.

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for personal enjoyment	➢ **Punjabi Music** Provide Punjabi music videos or audio recordings for the students to watch or listen to during unstructured classroom time. Have the students keep records of what they have watched or listened to and discuss it with the class. ➢ **Learning Log** Challenge the students to use Punjabi for personal enjoyment once a week. Suggestions for personal enjoyment opportunities include watching a film or video, reading a magazine, listening to some music, sending an e-mail message to an e-pal, writing a note/card to a friend, looking at an Internet site, listening to a radio program, learning a fun new expression to say. Have the students note their use of Punjabi for enjoyment in their learning logs. ➢ **Fun Centres** Set up several centres around the classroom and allow students to choose which centres they will go to. For example: – ਸੰਗੀਤ (music) – ਪੜ੍ਹਨਾ (reading) – ਕਲਾ (art) – ਕੰ ਪਊਟਰ ਗੇਮਾਂ (computer games).

A–6.3
personal enjoyment

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General Outcome for Applications
Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for personal enjoyment?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they listen to Punjabi music. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
After the students have used Punjabi for personal enjoyment, have them reflect on their learning and how well they were able to use Punjabi for personal enjoyment; e.g.,
- I had fun …
- I would like to …

➢ **Informal Observation**
Observe the students as they participate in the various fun centre activities and note the extent to which they can use the language for personal enjoyment. Use your observations to decide if further encouragement or teaching is required.

MATERIALS

➢ Punjabi music videos, audio recordings, viewing and listening stations.

➢ None required.

➢ A variety of centres including audio recordings, listening stations, videos, viewing stations, various games, Internet.

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Language Competence

General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

LC–1.1 phonology

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize some critical sound distinctions that are important for meaning	➢ **Sound Distinctions** Model the use of specific sound distinctions in two sentences where the meaning is changed because of pronunciation. Guide the students to identify the differences. For example: – ਫ (ph) – ਫ਼ (f). ➢ **Practising the Punjabi Alphabet** Have the students review the alphabet, paying particular attention to the following letters: – ਖ ਅਤੇ ਖ਼ – ਫ ਅਤੇ ਫ਼ – ਜ ਅਤੇ ਜ਼ – ਲ ਅਤੇ .ਲ – ਸ ਅਤੇ ਸ਼ – ਗ ਅਤੇ ਗ਼. ➢ **Alphabet Bingo** Have the students play a game of Punjabi alphabet bingo; e.g.,

ਬਿੰਗੋ (Bingo)		
ਲ	ਤ	ਫ਼
ਭ	ਛ	ਪ
ਫ	ਸ਼	ਧ

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize some critical sound distinctions that are important for meaning?

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they identify the difference between two similarly sounding sentences. Students use the checklist to determine if they are able to recognize some critical sound distinctions that are important for meaning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they review the alphabet. Use the checklist to assess if students are able to recognize some critical sound distinctions that are important for meaning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Anecdotal Notes**
Observe students as they participate in a game of Punjabi alphabet bingo. Record anecdotal notes of the extent to which students are able to recognize some critical sound distinctions that are important for meaning (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Specific sound distinctions.

➢ Punjabi alphabet.

➢ Bingo cards, bingo chips or markers.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 phonology b. recognize some of the effects that intonation and stress have in different situations	➢ **Intonation** Read a sentence using two different intonations, thereby changing its meaning. Have the students listen and try to identify the differences in meaning; e.g., – ਮੈਂ ਏੱਥੇ ਹਾਂ। (I am here.) – ਮੈਂ ਏੱਥੇ ਹਾਂ ? (I am here?) **Extension** Have the students brainstorm examples in English and Punjabi of how intonation and stress can change the meaning of a sentence. ➢ **Poems and Tongue Twisters** Ask the students to repeat a short poem or tongue twister, making note of the intonation and stress used. For example: – ਮੱਛੀ ਜਲ ਦੀ ਰਾਣੀ ਹੈ। (A fish is the queen of the water.) – ਜੀਵਨ ਉਸ ਦਾ ਪਾਣੀ ਹੈ। (The water is her life.) – ਹੱਥ ਲਗਾਓ ਡਰ ਜਾਂਦੀ ਹੈ। (If you touch her, she swims away.) – ਬਾਹਰ ਕੱਢੋ ਮਰ ਜਾਂਦੀ ਹੈ। (If she comes out of the water, she will die.)

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some of the effects that intonation and stress have in different situations?	
➢ **Self-assessment Rating Scale** Create an outcome-based rating scale and share it with students before they identify and brainstorm how intonation can be used to change the meaning of a sentence. Use the rating scale to assess how well students are able to recognize some of the effects that intonation and stress have in different situations (see sample blackline master in Appendix E: Self-assessment Rating Scale 1, 2 or 3).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they repeat a short poem or tongue twister. Use the checklist to assess if students are able to recognize some of the effects that intonation and stress have in different situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Poems and tongue twisters in Punjabi that demonstrate differences in stress and intonation.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 orthography a. recognize and name all vowel symbols	➢ **Spelling Games** Have the students practise target vocabulary by playing games such as hangman, spelling bee, happy face crossword and word search. The words used in these games should include a variety of Punjabi vowel symbols. ➢ **Editing for Vowels** As a large group, have the students edit a piece of simple writing that is missing vowel symbols on an overhead or whiteboard. Read the text aloud while students place appropriate vowels in the correct places. Arrange the students into pairs and provide each group with a similar Punjabi text. Have the students work together to add the vowels in the correct places. ➢ **Can You Name the Vowel?** Create several sets of flash cards with each of the vowel symbols from the Punjabi alphabet. Arrange the students into small groups and have them practise using the flash cards to recognize and name all the vowel symbols. **Note**: The Punjabi alphabet has six bindi letters – ਸ਼ ਖ਼ ਗ਼ ਜ਼ ਫ਼ ਲ਼. The orthography and pronunciation of these letters may cause confusion and should be used with caution, particularly in the use of borrowed words of Persian and Farsi descent; for example, oral pronunciation of the letters *f* and *ph* would be articulated as: f = ਫ਼ ph = ਫ.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and name all vowel symbols?

➢ **Informal Observation**
Observe students as they participate in vocabulary games such as spelling bees or crosswords. Make mental notes of the extent to which students are able to recognize and name all vowel symbols. Offer feedback, encouragement and praise as needed.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in editing a simple piece of writing by adding the missing vowels. Students use the checklist to determine if their peers are able to recognize and name all vowel symbols (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in group activities in which they identify different vowel symbols. Record anecdotal notes of the extent to which students are able to recognize and name all vowel symbols (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Punjabi crosswords and word search puzzles.

➢ Simple Punjabi text with the vowel symbols missing (overhead and handouts).

➢ Several sets of flash cards with the Punjabi vowel symbols.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a range of words and phrases in familiar contexts, within a variety of lexical fields, including: – friends – sports/leisure – emotions/feelings – any other lexical fields that meet their needs and interests **LC–1.3** lexicon	➢ **Daily Routine** Have each student create a comic strip that shows his or her daily routine and the different places he or she goes in a day. Ask the students to include information on how they arrive at each of these places and provide a map showing their travel. Have the students include illustrations and captions or speech bubbles. ➢ **Classroom Vocabulary Posters** Have the students create posters related to a chosen lexical field; e.g., friends, sports/leisure, emotions/feelings. The posters should include vocabulary words and phrases related to the lexical field. Display the posters for future student reference. ➢ **Vocabulary Skits** Arrange the students into small groups and have them create skits based on a lexical field; e.g., friends, sports and leisure, emotions and feelings, transportation. Encourage the students to use as many vocabulary words and phrases as possible and highlight the words in some way; e.g., ring a bell, clap hands, hold up a sign. ➢ **Password** Before the students leave the classroom for the day, have them say a word or phrase password related to a chosen lexical field.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a range of words and phrases in familiar contexts, within a variety of lexical fields?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create comic strips that describe their daily routines. Use the rating scale to assess how well students are able to use a range of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create a poster related to a lexical field. Use the rubric to evaluate how well students are able to use a range of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create vocabulary skits. Use the checklist to assess if students are able to use a range of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they give a password to leave the classroom. Record anecdotal notes of the extent to which students are able to use a range of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize and use, in modelled situations,★ the following grammatical elements: **Nouns** • adjective agreement (plural) ਛੋਟੇ ਮੁੰਡੇ, ਛੋਟੀਆਂ ਕੁੜੀਆਂ (informal/oral) ਛੋਟੀਆਂ ਲੜਕੀਆਂ (formal/oral/written) **Verbs** • past tense (singular) ਮੈਂ ਰੋਟੀ ਖਾਧੀ ਸੀ। • past tense (plural) ਘੋੜੇ ਦੌੜਦੇ ਸਨ। **Adverbs** • manners ਹੌਲੀ ਬੋਲੋ। ਛੇਤੀ ਕਰੋ।	➢ **Making Past Tense Sentences** Write a simple sentence in past tense on the board and label its parts; e.g., noun, verb, object, subject. Divide the students into groups and have them use the words from their personal dictionaries to create as many different past tense sentences as they can in one minute. Compare to see which group created the most sentences. **Extension** Add grammatical elements to the sentences, such as adjectives, question words and simple connectors, and repeat the activity. ➢ **Infomercials** Have the students create simple infomercials in which they are selling an item. Model the language and expressions to use. Encourage the students to focus on their use of adjective agreement (plural and informal) (oral). ➢ **Verbs** Introduce and review some common past tense verbs in the singular form. Write these verbs on the board and have the students copy the conjugated verbs into their notebooks. Ask the students to practise conjugating the verbs with a partner. Have the students create a role-play about what they did on a recent school holiday or weekend. Encourage students to use past tense singular and plural verbs.

LC–1.4 grammatical elements

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and use, in modelled situations, the [given] grammatical elements?

➢ **Anecdotal Notes**
Observe students as they generate sentences. Record anecdotal notes of the extent to which students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., verbs (past tense) (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create infomercials. Use the rating scale to assess how well students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., adjective agreement (plural and informal) (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ None required.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they practise conjugating verbs. Students use the checklist to determine if their peers are able to recognize and use, in modelled situations, the given grammatical elements; e.g., past tense singular verbs (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. use, in structured situations,* the following grammatical elements:	➢ **Sentence Strips** Prepare sentences strips to use with a pocket chart. Show how to use the strips to create a variety of sentences. Have the students take turns using the sentence strips to create sentences in the pocket chart.
LC–1.4 grammatical elements **Pronouns** • personal (plural) ਅਸੀਂ, ਤੁਸੀਂ, ਉਹ • interrogative ਕੌਣ?, ਕੀ?, ਕੱਥੇ? • possessive ਮੇਰਾ, ਮੇਰੀ; ਤੇਰਾ, ਤੇਰੀ **Conjunctions** • ਤੇ (ਅਤੇ), ਕ, ਜਾਂ **Nouns** • singular and plural ਤਵਾ (singular/masculine) ਤਵੀ (singular/feminine) **Verbs** • future tense ਮੈਂ ਜਾਵਾਂਗੀ। ਉਹ ਜਾਵੇਗਾ। • imperative ਚੁੱਪ ਕਰੋ।, ਮੇਰੇ ਵੱਲ ਵੇਖੋ।, ਰੌਲਾ ਨਾਂ ਪਾਓ। • present tense (singular) ਮੈਂ ਖੇਡਦਾ ਹਾਂ। ਤੂੰ ਖੇਡਦਾ ਹੈਂ। ਉਹ ਖੇਡਦਾ ਹੈ। • present tense (plural) • ਅਸੀਂ ਰੋਟੀ ਖਾਂਦੇ ਹਾਂ। **Adverbs** • time (date) ਅੱਜ, ਕੱਲ, ਪਰਸੋਂ place ਹੇਠਾਂ, ਉੱਪਰ, ਅੰਦਰ, ਬਾਹਰ **Postpositions** • ਅੰਦਰ, ਬਾਹਰ, ਉੱਪਰ, ਨਾਲ, ਵੱਚ	➢ **Postpositions** Show the student an object (e.g., a box) and describe the position of another object (e.g., a car) in relation to the box. Note, in Punjabi, positioning is described after the noun rather than before and this is referred to as a postposition. For example: – ਗੱਡੀ ਡੱਬੇ ਦੇ ਅੰਦਰ ਹੈ। (This car is in the box.) – ਗੱਡੀ ਡੱਬੇ ਦੇ ਉੱਪਰ ਹੈ। (This car is on the box.) – ਗੱਡੀ ਡੱਬੇ ਦੇ ਨਾਲ ਹੈ। (This car is beside the box.) – ਗੱਡੀ ਡੱਬੇ ਦੇ ਬਾਹਰ ਹੈ। (This car is outside the box.) Write the sentences on strips and place them in a pocket chart. Divide the students into groups, provide them with two different objects and have them repeat a similar activity. Have the students record what they see in sentence form and note the postposition. ➢ **Talk Show** Arrange the students into partners or small groups and have them create role-plays in which one student plays the host and the other student(s) plays the interviewer. Have the students take turns asking and answering questions using personal, interrogative and possessive pronouns.

★ Structured Situations: This term is used to describe learning situations where a *familiar* context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in *familiar contexts* with *teacher guidance*. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in structured situations, the [given] grammatical elements?

➢ **Anecdotal Notes**
Observe students as they participate in creating sentences using sentence strips and a pocket chart. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., pronouns, conjunctions, nouns, verbs, adverbs and postpositions (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Informal Observation**
Observe students as they describe the position of an object. Make mental notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., postpositions. Offer feedback, encouragement and praise as needed.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they begin interview role-plays. Use the rating scale to assess how well students are able to use, in structured situations, the given grammatical elements; e.g., personal, interrogative and possessive pronouns (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Sentence strips, pocket chart.

➢ Various objects.

➢ Various props.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.4 grammatical elements c. use, independently and consistently,★ the following grammatical elements: **Nouns** • adjective agreement (singular) ਪੀਲਾ ਕੋਲਾ **Pronouns** • demonstrative ਏਹ, ਉਹ (oral) ਏਸ, ਉਸ (written) **Adverbs** • adverbs of affirmation and negation ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।) ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।) **Adjectives** • numbers ਪੰਜ ਕਤਾਬਾਂ, ਏੱਕ ਦਨ ਡੇਢ, ਢਾਈ, ਦਸਮਾ ਹੱਸਾ, ਦਸਮੇ ਥਾਂ **Pronouns** • personal (singular) ਮੈਂ, ਤੂੰ (ਤੁਸੀਂ), ਏਹ	➢ **Number Basketball** Divide the students into teams and label various hoops or baskets with different numbers: ਪੰਜ ਕਤਾਬਾਂ, ਏੱਕ ਦਨ, ਡੇਢ, ਢਾਈ, ਦਸਮਾ ਹੱਸਾ, ਦਸਮੇ ਥਾਂ। Ask students questions; e.g., simple math equations, how many students are absent, and have one person from each team throw a ball in the correct number basket. The first team to do so gets a point. Continue the game up to a predetermined number of points.

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a *variety of contexts* with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, independently and consistently, the [given] grammatical elements?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they play Number Basketball. Use the checklist to assess if students are able to use, independently and consistently, the given grammatical elements; e.g., numbers (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Hoops or baskets, labels, balls.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand short, simple oral texts in guided and unguided situations	➢ **Airport Announcements** Read various flight announcements and bulletins to the class as if you were speaking over an airport intercom system. Provide students with airline tickets and have them verify if their flights are on time or delayed and at which gate they will board.
	➢ **Restaurants** Review food vocabulary and phrases associated with ordering food. Divide the students into groups and have them choose a waiter for each group. The waiters describe the daily specials. Each group member then chooses an item to order from the daily specials. Distribute menus that describe various Punjabi food items. Have the students answer oral questions about the information given in the menus, for example: – ਕਹੜਾ ਖਾਣਾ ਬਹੁਤ ਕੌੜਾ ਹੈ ? (What item is served extra spicy?) – ਸ਼ਾਕਾਹਾਰੀਆਂ ਨੂੰ ਕਹੜਾ ਖਾਣਾ ਪਸੰਦ ਹੈ? (What food item will vegetarians like?) – ਪੰਜ ਡਾਲਰਾਂ ਵਚ ਤੁਸੀਂ ਕੀ ਲੈ(ਖ਼ਰੀਦ) ਸਕਦੇ ਹੋ? (What could you buy if you only had $5 to spend?)
	➢ **Radio and Television Advertisements** Have the students listen to radio advertisements or watch television advertisements for vacation destinations or retail items. Have the students individually identify the positive characteristics of the destination or item. Then have students work with partners to share information and discuss the main points of the advertisements.

LC–2.1
listening

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple oral texts in guided and unguided situations?

➢ **Anecdotal Notes**
Observe students as they listen to airport announcements and verify their flight information and boarding gates. Record anecdotal notes of the extent to which students are able to understand short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they use vocabulary and phrases related to ordering food from a waiter. Students use the checklist to determine if their peers are able to understand short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Learning Log**
After listening to radio or television advertisements, have the students reflect on their learning and how well they were able to understand short, simple oral texts in guided and unguided situations. Have the students describe strategies they used for understanding the oral text.

MATERIALS

➢ Sample flight announcements, sample airline tickets.

➢ Menus from Punjabi restaurants.

➢ Punjabi television and radio advertisements and commercials.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce short, simple oral texts in guided situations LC–2.2 speaking	➢ **Memory Game** Invite the students to participate in a memory game based on a vacation theme; e.g., ਯਾਤਰਾ (travel/vacation). Have the students sit in a circle. Have the first student say, ਮੈਂ ਆਪਣੇ ਅਟੈਚੀ ਵੱਚ _____ਪਾ ਦਆ (In my suitcase, I put a ____.) – ਪਾਈ (singular–feminine) – ਪਾਈਆਂ (plural–feminine) – ਪਾਏ (plural–masculine) The second person repeats what the first person said and adds another item to the suitcase. Have the students continue with this pattern until all have had an opportunity to participate. ➢ **My Family** Ask the students to prepare brief presentations on their families, where they live and what they like to do together. Have the students share their presentations with a partner or in small groups. Encourage the students to bring in photographs or artifacts from home to use during their presentations. ➢ **Telephone Role-play** Have the students create telephone role-plays that depict an invitation, sharing good news or describing what happened over the weekend. Have the students perform their role-plays for the rest of the class. ➢ **Show and Tell** Invite the students to participate in a show-and-tell activity in which they take turns bringing in one item from home and saying two or three sentences about it. For example: – ਏਹ ਮੇਰੀ ਕਾਰ ਹੈ। (This is my car.) – ਏਹ ਲਾਲ ਰੰਗ ਦੀ ਹੈ। (It is red.) – ਏਹ ਤੇਜ਼ ਚਲਦੀ ਹੈ। (It goes fast.)

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • produce short, simple oral texts in guided situations?	
➢ **Informal Observation** Observe students as they play the memory game. Make mental notes of the extent to which students are able to produce short, simple oral texts in guided situations. Offer feedback, encouragement and praise as needed.	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they share about their families, their favourite pastimes and where they live. Students use the checklist to determine if their peers are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create their telephone role-plays on topics such as invitations or weekend activities. Use the checklist to assess if students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Telephone props.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they participate in a show-and-tell activity. Use the rating scale to assess how well students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. engage in simple interactions LC–2.3 interactive fluency	➢ **Daily Questions** Ask the students informal conversation questions before, during and after class; e.g., How are you? What is new? Did you enjoy the game? Use a class list to keep track of whom you talked to each day. ➢ **Games** Invite the students to play a variety of board games, card games or matching games with each other during which they must speak Punjabi. Students may also play Punjabi board games that they have created. ➢ **Skits** Divide the students into groups and have them create various skits in which people engage in simple interactions with employees of various businesses; e.g., store clerk, receptionist, taxi driver, bus driver. Have the groups present their skits and video record them for future viewing.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–2 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- engage in simple interactions?

➢ **Anecdotal Notes**
Observe students as they respond to daily questions. Record anecdotal notes of the extent to which students are able to engage in simple interactions (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they play different types of games using Punjabi. Students use the checklist to determine if they are able to engage in simple interactions. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create skits of interacting with employees from various businesses. Students use the checklist to determine if their peers are able to engage in simple interactions (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Class list.

➢ Various games.

➢ Various props, video camera, viewing station.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand short, simple written sentences in guided situations *(continued)*	➢ **Comic Strips** Invite the students to read comic strips from Punjabi publications. Divide the students into groups and have them act out the comics.
LC–3.1 reading	➢ **Following Directions** Have the students participate in a simple science experiment by reading the instructions and following the steps; e.g.: – ਪਹਿਲਾਂ ਗਲਾਸ ਵੱਚ ਪਾਣੀ ਪਾਓ। (Put water in a glass.) – ਫਰ ਪਾਣੀ ਵੱਚ ਲਾਲ ਰੰਗ ਪਾਓ। (Add red food colouring.) – ਫਰ ਗਲਾਸ ਵੱਚ ਸੈਲਰੀ ਦੀ ਡੰਡੀ ਪਾਓ। (Put a celery stick into the glass.) – ਲਾਲ ਰੰਗ ਸੈਲਰੀ ਦੀ ਡੰਡੀ ਨੂੰ ਚੜ੍ਹ ਜਾਂਦਾ ਹੈ। (The red dye goes up the celery.) Lead a discussion of the outcome. **Extension** Have the students read and follow directions to make a Punjabi craft; e.g., Punjabi peacock or mango.
	➢ **Story Time** Have the students read the story ਕਾਂ ਅਤੇ ਘੜਾ (*The Crow and the Pitcher*) and answer oral and/or written questions about its characters and plot. Divide the students into groups and have them discuss the story. **Alternative Activity** Have the students complete a matching activity in which they match sentences to pictures.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple written sentences in guided situations?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they read a comic strip in Punjabi and then act it out. Students use the checklist to determine if their peers are able to understand short, simple written sentences in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with the students before they follow directions for a science experiment. Use the checklist to assess if students are able to understand short, simple written sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they read a story. Use the rubric to evaluate how well students are able to understand short, simple written sentences in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Various comic strips in Punjabi, props as needed.

➢ Materials needed for a science experiment.

➢ ਕਾਂ ਅਤੇ ਘੜਾ *(The Crow and the Pitcher)* comprehension questions; sentences and matching pictures.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce short, simple written sentences in guided situations **LC–3.2** written production	➤ **Riddles** Provide the students with several examples of Punjabi riddles. Have the students work together with a partner to create riddles of their own. For example: – ਮੈਂ ਚੱਟੇ ਰੰਗ ਦੀ ਹਾਂ। (I am white.) – ਮੈਂ ਠੰਦੀ ਹਾਂ। (I am cold.) – ਮੈਂ ਸਆਲ ਨੂੰ ਆਉਂਦੀ ਹਾਂ। (I come in the winter.) – ਮੈਂ ਅਸਮਾਨ ਤੋਂ ਡਗਦੀ ਹਾਂ। (I fall from the sky.) – ਮੈਂ ਕੀ ਹਾਂ? (What am I?) Have the groups exchange riddles with other groups. ➤ **Game** Have the students write descriptions of objects and place them in brown paper bags. Other students read or listen to the descriptions and guess the objects identities. For example: – ਮੈਂ ਨੀਲੇ ਤੇ ਲਾਲ ਰੰਗ ਦੀ ਹਾਂ। (I am blue and red.) – ਮੈਂ ਏੱਕ ਖੇਡ ਹਾਂ। (I am a toy.) – ਮੈਂ ਗੋਲ ਹਾਂ। (I am round.) – ਮੈਂ ਕੀ ਹਾਂ? (What am I?) ➤ **E-mail** Send the students e-mails asking them what they did on the weekend or about a movie they have seen recently. Have the students respond to your questions via e-mail. ➤ **Advertisements** Have the students write advertisements for a new product aimed at Grade 6 students. Have them illustrate their advertisements and display them in the class.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • produce short, simple written sentences in guided situations?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create riddles, in Punjabi, with partners. Use the checklist to assess if students are able to produce short, simple written sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Various sample Punjabi riddles.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they describe the mystery objects. Students use the checklist to determine if their peers are able to produce short, simple written sentences in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Various objects, brown paper bags.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students prior to sending them e-mails in Punjabi and having them respond. Use the rating scale to assess how well students are able to produce short, simple written sentences in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ E-mail, printer, computers.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create advertisements for a new product. Use the rubric to evaluate how well students are able to produce short, simple written sentences in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Sample advertisements in Punjabi.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. derive meaning from the visual elements of a variety of media in guided situations	➢ **Without the Sound** Play a Punjabi commercial or cartoon without the volume and have the students discuss its content in groups, with guidance. Have the students watch it again with the volume on to verify its meaning.
	➢ **What's in a Photograph?** Display a variety of photographs and pictures from several magazines: *Life Magazine*, *National Geographic* or a Punjabi magazine. Arrange the students into small groups and give each group a few pictures. Have the students discuss what they see in the pictures.
	➢ **Getting There** Arrange the students into small groups and provide each group with a map of a city from the state of Punjab or a country where Punjabi is spoken. Have the students look at the map and decide how to reach their destinations. **Extension** Display a variety of Punjabi street signs and have the students interpret their meanings.
	➢ **True or False** Ask the students to look at a picture of people doing various activities. Have the students then read a series of simple sentences about the picture and decide if each statement is true or false.

LC–3.3
viewing

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • derive meaning from the visual elements of a variety of media in guided situations?	
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they watch a commercial or cartoon without sound. Students use the rating scale to assess how well they are able to derive meaning from the visual elements of a variety of media in guided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Punjabi cartoons or advertisements, viewing station.
➢ **Informal Observation** Observe the students as they derive meaning from the photographs, with guidance, and use your observations to decide if further review and teaching are necessary.	➢ Variety of photographs from different magazines.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they examine the maps from the state of Punjab. Use the checklist to assess if students are able to derive meaning from the visual elements of a variety of media in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Maps of different cities in the state of Punjab or countries where Punjabi is spoken, Punjabi street signs.
➢ **Anecdotal Notes** Observe students as they answer true or false questions based on pictures. Record anecdotal notes of the extent to which students are able to derive meaning from the visual elements of a variety of media in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pictures or photographs of people doing various activities.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. express meaning through the use of some visual elements in a variety of media, in guided situations	➢ **Collages** Ask the students to create word and picture collages on hobbies and pastimes. Encourage them to tell a story or express an idea through the visuals used in their collages.
	➢ **Dance** Have the students watch a video of a Punjabi dance. Have them learn about the dance's meaning and history and perform the dance. Consider video recording the dance performance for viewing by the students.
	➢ **Visual Music** Have the students listen to Punjabi (tabla) music while painting and encourage them to use a variety of colours to reflect the mood of the music. Have the students write descriptions of their art pieces by answering questions such as: – ਤੁਹਾਨੂੰ ਕੀ ਮ ਹਸੂਸ ਹੁੰਦਾ ਹੈ ? (What do you feel?)
	➢ **Shoebox Representations** Have the students participate in a ਮੈਂ ਵਸ਼ੇਸ਼ /ਖਾਸ ਹਾਂ (special thing) activity in which they put items that represent themselves in boxes. Have them write about the personal meanings of each item, present their boxes to their groups and read their descriptions.

LC–3.4
representing

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express meaning through the use of visual elements in a variety of media, in guided situations?

➢ **Anecdotal Notes**
Observe students as they create picture and word collages. Record anecdotal notes of the extent to which students are able to express meaning through the use of visual elements in a variety of media, in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they study and perform a Punjabi dance. Students use the rating scale to assess how well they are able to express meaning through the use of visual elements in a variety of media, in guided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Learning Log**
After the students paint a personal response to what they were feeling while listening to Punjabi music, have them reflect on their learning and how well they were able to express meaning through the use of visual elements in a variety of media, in guided situations.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students prior to them collecting and presenting items of personal significance. Use the rubric to evaluate how well students are able to express meaning through the use of visual elements in a variety of media, in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Magazines, scissors, markers, glue.

➢ Video of a Punjabi dance, video camera, viewing station.

➢ Punjabi tabla music recording, listening station, paper, paints, art materials.

➢ Shoeboxes, art materials, students' personal items from home.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experiment with, and use, informal language in familiar contexts **LC–4.1** register	➢ **Out with Friends** Review vocabulary and phrases related to informal conversation. Have the students create comic strips that depict an informal event with friends; e.g., going to the movies, going to the mall, going to a sporting event, going camping. Have the students write informal conversations that might occur during the outing in the speech bubbles. ➢ **Classroom Café** Set up the classroom like a café and serve juice, galabjamun and pakoras. Place a card with a topic of interest at each table. Have the students sit at the tables and enjoy their snack while using informal language to converse on the assigned topic. Punjabi-speaking guests could be invited to join the students. ➢ **Role-play** Ask the students to create role-plays requiring the use of informal language; e.g., you have to plan a Punjabi cultural event and you and your Punjabi-speaking friend are planning your day. Have the students perform their role-plays for the rest of the class.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experiment with, and use, informal language in familiar contexts?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create comic strips depicting informal events with friends. Use the checklist to assess if students are able to experiment with, and use, informal language in familiar contexts (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they participate in a classroom café activity. Record anecdotal notes of the extent to which students are able to experiment with, and use, informal language in familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Punjabi snacks or treats, topic cards, Punjabi-speaking guests.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in role-plays using informal language. Students use the checklist to determine if their peers are able to experiment with, and use, informal language in familiar contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Various props.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize, understand and use some simple idiomatic expressions, with guidance	➢ **Poster Display** Have the students choose one of the idiomatic expressions that they have learned and, with partners, design posters that depict their expressions in a humourous way; e.g., ਮੇਰਾ ਸਰ ਖਾ ਲਆ। (You're driving me crazy!)
LC–4.2 idiomatic expressions	➢ **Idiom Charades** Write idiomatic expressions that students have studied on a blank set of cards. Have a student begin the game by selecting one of the cards. He or she acts out the idiomatic expression for his or her classmates without any verbal cues. Students in the audience try to figure out which expression is being presented. Whoever guesses correctly then takes a turn acting out an idiomatic expression.
	➢ **Idiom Role-plays** Arrange the students into small groups and give each group member an idiomatic expression card. Have student groups create role-plays in which members use idiomatic expressions to enhance communication. Ask the student groups to present their role-plays to the class.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize, understand and use some simple idiomatic expressions, with guidance?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they develop posters depicting idiomatic expressions. Use the rubric to evaluate how well students are able to recognize, understand and use some simple idiomatic expressions, with guidance (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials, various Punjabi idioms.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they play charades using idiomatic expressions. Use the checklist to assess if students are able to recognize, understand and use some simple idiomatic expressions, with guidance (see sample blackline master in Appendix E: Observation Checklist).	➢ Various Punjabi idioms written on cards.
➢ **Anecdotal Notes** Observe students as they participate in role-plays using idiomatic expressions to convey meaning. Record anecdotal notes of the extent to which students are able to recognize, understand and use some simple idiomatic expressions, with guidance (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various Punjabi idioms written on cards.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experience a variety of accents, variations in speech and regional variations in Punjabi	➢ **Cartoons** Show one or more cartoons in which different types of speech are used. Have the students observe variations in speech and use think–pair–share to gather information. Students record their own observations and then share those observations with a partner. Students make additions or adjustments to their own observations and then, as a pair, share some of their observations with the class in a whole group discussion. ➢ **Guest Speakers** Invite Punjabi-speaking guest speakers from a variety of regions and countries where Punjabi is spoken to talk about a familiar topic so that the students can be exposed to different ways of speaking and different accents. ➢ **Audio Recordings** Listen to radio broadcasts or announcements from a variety of regions and countries where Punjabi is spoken and have the students discuss the different types of accents experienced. Discuss strategies for understanding different accents, variations in speech and regional variations in Punjabi. **Extension** Have the students listen to two recordings of the same story read by two different readers. Have the students compare the two readings.

LC 4.3
variations in language

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience a variety of accents, variations in speech and regional variations in Punjabi?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they watch several cartoons in which different types of speech are used. Use the checklist to assess if students are able to experience a variety of accents, variations in speech and regional variations in Punjabi (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Punjabi cartoon videos, viewing station.
➢ **Learning Log** After listening to different guest speakers share information on a familiar topic, have the students reflect on their learning and how well they were able to experience a variety of accents, variations in speech and regional variations in Punjabi.	➢ Punjabi-speaking guest speakers from a variety of regions and countries where Punjabi is spoken.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they listen to a variety of Punjabi radio broadcasts. Use the rating scale to assess how well students are able to experience a variety of accents, variations in speech and regional variations in Punjabi (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Recordings of radio broadcasts or announcements in Punjabi, listening station.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

LC–4.4
social conventions

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize verbal behaviours that are considered impolite	➢ **Tourist Behaviours** Have the students listen to or read conversations in which tourists behave inappropriately in a variety of situations. Have the students identify the inappropriate behaviours and correct them; e.g., A tourist needs to get past a group of people at the airport. Which expression is more appropriate? a. ਹਟ ਪਰੇ (get lost) b. ਪਰੇ ਹੋ (move) (c.) ਜ਼ਰਾ ਰਸਤਾ ਦੇਣਾ (Excuse me, can I get by?) ➢ **Best Behaviour** Have the students select the behaviours that best suit hypothetical situations. Ensure the students are aware of gestures or phrases that would be considered impolite, for example, not joining your hands together when you greet someone.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize verbal behaviours that are considered impolite?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they listen to or read conversations in which tourists use inappropriate language. Students use the checklist to determine if they are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Tourist conversations (audio or written).
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they identify the best behaviour based on the situation. Use the rating scale to assess how well students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Various scenarios and behaviours.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize simple social conventions in informal conversation	➢ **Relationship Reflection** Have the students think about their relationships with other people and how they show those relationships through actions like joining their hands when saying ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ (hello), shaking hands or using different facial expressions. In a whole group discussion, have the students discuss conventions used in various relationships in their lives. Have the students create visual and/or written charts comparing social conventions used in their own culture with those used in Punjabi culture. ➢ **Triple T-chart** Post pictures that show different social conventions; e.g., joining hands, handshake, wave hands to say hello or goodbye, turn taking, raising hands and waiting to speak. With the class, create a triple T-chart (Appendix D: Graphic Organizers) to show what social conventions look like, sound like and feel like. For example: Informal conversation

ਕੁੱਝ ਦੇਖਣਾ (looks like)	ਕੁੱਝ ਸੁਣਨਾ (sounds like)	ਕੁੱਝ ਮ ਹਸੂਸ ਕਰਨਾ (feels like)
• heads nodding • people are interested • people leaning forward • people take turns • people looking at each other	• one person is talking at a time • people disagree politely • questions and answers • different people talking • soft, low voices	• ideas are important • help others figure things out • learning from each other

Post the chart in the classroom for future reference. Encourage the students to use these social conventions and model these behaviours throughout the year.

LC–4.4
social conventions

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize simple social conventions in informal conversation?	
➢ **Learning Log** After examining different cultural practices, have the students reflect on their learning and how well they were able to recognize simple social conventions in informal conversation.	➢ None required.
➢ **Anecdotal Notes** Observe students as they create a triple T-chart to examine social conventions. Record anecdotal notes of the extent to which students are able to recognize simple social conventions in informal conversation (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pictures that show different social conventions, chart paper.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use appropriate nonverbal behaviours in a variety of familiar contexts	➢ **Preparing for Guests** Before a guest speaker arrives, discuss the proper etiquette and body language used to show respect and make the speaker feel welcome. Also discuss the importance of attentive listening; e.g., eye contact, saying ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ (hello), staying still. **Extension** Have the students compare two videos showing nonverbal behaviours—one video shows Punjabi cultural greetings and the other shows Canadian cultural greetings. Have the students compare and contrast the different greetings. ➢ **Group Work** Encourage the class to use appropriate nonverbal behaviours during group work. Video record the students as they work together. Play the video recording of the class, pausing occasionally to ask the students to describe the nonverbal behaviours shown. ➢ **Role-play** Ask the students to create and present role-plays demonstrating the use of appropriate nonverbal behaviours and explain why they are appropriate.

LC–4.5
nonverbal communication

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use appropriate nonverbal behaviours in a variety of familiar contexts?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they demonstrate appropriate nonverbal behaviours during a guest speaker's visit. Students use the checklist to assess if they are able to use appropriate nonverbal behaviours in a variety of familiar contexts (See sample blackline master in Appendix E: Self-assessment Checklist.)	➢ Videos, viewing station.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before you video record them working in groups. Use the checklist to assess if students are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Observation Checklist.)	➢ Video camera, viewing station.
➢ **Informal Observation** Observe students as they participate in role-plays in which they demonstrate appropriate nonverbal behaviours. Make mental notes of the extent to which students are able to use appropriate nonverbal behaviours in a variety of familiar contexts. Offer feedback, encouragement and praise as needed.	➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.1 cohesion/coherence a. link several sentences coherently	➤ **Link Words Cloze** Distribute a cloze passage that has link words missing. Have the students fill in the missing words using words from their personal dictionaries. ➤ **Rewriting Dialogue** Brainstorm with the students to create a list of common link words like ਅਤੇ, ਕ, ਹੈ, ਜਾਂ (and, that, is, or). Present a dialogue using short sentences and no link words. Have the students improve the dialogue by inserting link words and combining sentences in meaningful ways. After discussing the revised text, give them a new one to complete with a partner. ➤ **Link Them Up!** Divide the class into two teams. One at a time, present each team with a pair of sentences. Have each team join the two sentences using an appropriate link word. If the two sentences are linked correctly, the team scores a point.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • link several sentences coherently?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they complete a cloze passage. Use the checklist to assess if students are able to link several sentences coherently (see sample blackline master in Appendix E: Observation Checklist).	➢ Cloze passage, personal dictionaries.
➢ **Anecdotal Notes** Observe students as they rewrite a dialogue using link words. Record anecdotal notes of the extent to which students are able to link several sentences coherently (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they play the linking sentences game. Use the rating scale to assess how well students are able to link several sentences coherently (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ A variety of sentence pairs.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
LC–5.1 cohesion/coherence	b. use common conventions to structure texts	➢ **Adding Punctuation and Paragraphs** During guided reading, encourage the students to identify punctuation used in the text. Afterward, give the students a new text that is missing punctuation. Have the students edit the text by adding punctuation and dividing it into logical paragraphs. Have the students create a title for the text. ➢ **Peer Editing** Have the students exchange texts they have written as part of presentations or projects. Have them edit their peers' work, paying close attention to punctuation, capitalization and paragraph organization. Does the text contain an introduction and a conclusion?

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use common conventions to structure texts?	
➢ **Anecdotal Notes** Observe students as they edit a text by adding punctuation and paragraphs. Record anecdotal notes of the extent to which students are able to use common conventions to structure texts (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Variety of short texts without punctuation, paragraphs or titles.
➢ **Informal Observation** Observe students as they exchange and edit texts for punctuation, capitalization and paragraph organization. Make mental notes of the extent to which students are able to use common conventions to structure texts. Offer feedback, encouragement and praise as needed.	➢ None required.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use some simple text forms in their own productions	➢ **Class Newspaper** Have the students prepare a class newspaper. Arrange the students into small groups and have each group prepare a section of the newspaper; e.g., comic strip, sports section, news, entertainment, weather, advice column.
LC–5.2 text forms	➢ **Cooking Shows** Invite the students to create Punjabi cooking shows. Have the students select simple Punjabi recipes and write scripts for the shows. Have the students video record the shows or present them to the class. **Extension** Have the students create other types of television shows; e.g., newscasts, talk shows, infomercials.
	➢ **Tickets! Tickets!** Ask the students to create a variety of tickets; e.g., transportation tickets (bus, plane, train), concert and event tickets. Display the tickets throughout the classroom.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use some simple text forms in their own productions?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create a class newspaper. Use the rubric to evaluate how well students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ None required.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they create and present a cooking show. Students use the rating scale to assess how well they are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Punjabi recipes, video camera (optional), viewing station (optional).
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create different types of tickets, e.g., bus, show, for display. Use the checklist to assess if students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Observation Checklist).	➢ Art materials.

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.3 patterns of social interaction a. use simple conventions to open and close conversations and to manage turn taking	➤ **Turn Taking** Review a turn-taking strategy in which students must wait until they have an object or a "talking stick" before they can speak to the group. Group the students and have them discuss where they would like to go on vacation. Ensure each student is given the opportunity to speak by having the group pass around the object or talking stick. ➤ **Role-play** Have the students role-play situations in which people are meeting for the first time. Review opening and closing questions and comments that could be used to start or end a conversation; e.g., – ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ ? (How are you?) – ਤੁਸੀਂ ਕੱਥੋਂ ਦੇ ਰ ਹਣ ਵਾਲੇ ਹੋ? (Where do you live?) – ਤੁਸੀਂ ਕਹੜੀ ਜਮਾਤ ਵੱਚ ਪੜ੍ਹਦੇ ਹੋ ? (What grade are you in?)

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General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–5 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple conventions to open and close conversations and to manage turn taking?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they take turns sharing their ideas using the talking stick. Students use the checklist to determine if they are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Talking stick.
➢ **Anecdotal Notes** Observe students as they participate in role-plays of meeting someone for the first time. Record anecdotal notes of the extent to which students are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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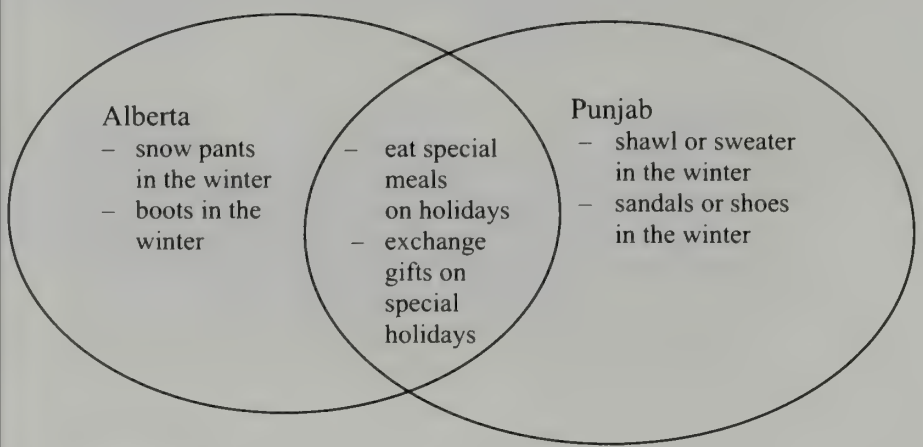
Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**

GC–1 historical and contemporary elements of Punjabi culture

GC–1.1
accessing/analyzing cultural knowledge

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. compare some elements of Punjabi culture with their own	➢ **Venn Diagrams** Have the students use a Venn diagram (Appendix D: Graphic Organizers) to compare the similarities and differences between elements of their cultures and Punjabi culture; e.g., food, clothing, holidays.



Extension
Have the students compare meal time practices in Punjabi culture and their own cultures, or compare the most popular sports in Canada and Punjab.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- compare some elements of Punjabi culture with their own?

➢ **Anecdotal Notes**
Observe students as they create Venn diagrams comparing elements of the two cultures. Record anecdotal notes of the extent to which students are able to compare some elements of Punjabi culture with their own (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Resource material, Internet, Venn diagram templates (Appendix D: Graphic Organizers).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. explore and identify some elements of Punjabi culture GC–1.2 knowledge of Punjabi-culture	➢ **Holidays and Festivals** Have the students explore holidays and festivals from Punjabi culture. Have them research and create presentations that describe the customs and traditions used for each festival. Ask the students to then orally quiz each other on elements of the holidays or festivals. ➢ **Art Study** Have the students review the work of a Punjabi artist of their choice; e.g., Jarnail Singh. Ask the students to explore the art, note some of the key themes of the artist's work and choose a favourite work of art. Have the students create their own works of art using the artist's work as an inspiration. ➢ **Poetry (advanced activity)** Have students read poems by a Punjabi author. Ask the students to discuss the poems and explore their key themes and symbolism used. Have them choose their favourite poems and illustrate them.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore and identify some elements of Punjabi culture?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create and share presentations on Punjabi holidays and festivals. Use the rubric to evaluate how well students are able to explore and identify some elements of Punjabi culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in a study of Punjabi art. Record anecdotal notes of the extent to which students are able to explore and identify some elements of Punjabi culture (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they read Punjabi poems. Use the checklist to assess if students are able to explore and identify some elements of Punjabi culture (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Various resources on Punjabi festivals and celebrations, Internet.

➢ Various resources on Punjabi artists, Internet, art materials.

➢ A variety of poems by Punjabi poets.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. explore and identify some things they have in common with people their own age who live in the Punjabi culture	➢ **Daily Routine** Have the students use reference materials, videos and the Internet to research the daily routines of their peers from Punjab. Assign groups of students specific parts of the daily routine of an elementary student in a country where Punjabi is spoken. Have the students draw their assigned part of the daily routine on poster-sized paper. Have them arrange the pictures in the correct order at the front of the class. **Caution** Students should be monitored when they use the Internet. ➢ **Pen Pals/E-pals** Organize class pen pals or e-mail pals from a country or region where Punjabi is spoken or from another Punjabi class in the province. Have the students write short descriptions, in Punjabi, about themselves and ask questions about the other students. Encourage the students to maintain their pen-pal/e-pal relationships throughout the year. ➢ **Guest Speaker** Invite a young Punjabi-speaking guest to visit the students and discuss what it is like to live in the Punjabi culture. Take a picture of the guest and the students for the front page of a souvenir class book entitled "My Friend from _____." Have each student write and illustrate one thing they have in common with their peers from the country of the guest. Compile the pages into a class book to display in the classroom library.

GC–1.2
knowledge of Punjabi culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore and identify some things they have in common with people their own age who live in the Punjabi culture?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they begin a research project on the daily routines of their Punjabi peers. Use the checklist to assess if students are able to explore and identify some things they have in common with people their own age who live in the Punjabi culture (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Poster materials, resources, Internet.

➢ **Anecdotal Notes**
Observe students as they interact with their Punjabi pen pals or e-mail pals. Record anecdotal notes of the extent to which students are able to explore and identify some things they have in common with people their own age who live in the Punjabi culture (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Student e-mail accounts, e-pals or pen pals.

➢ **Learning Log**
After the guest speaker's visit and after creating the class book, have the students reflect on their learning and how well they were able to explore and identify some things they have in common with people their own age who live in the Punjabi culture. Encourage the students to answer questions such as:

- What do I have in common with the guest?
- What did I learn from the guest?
- How are people my age similar around the world?

➢ Punjabi-speaking guest, camera.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify similarities and differences between Punjabi culture and their own culture GC–1.3 applying cultural knowledge	➢ **Fashion Comparison** Have the students look at fashion magazines from Canada and countries where Punjabi is spoken. Have them compare the styles of dress of the two countries and create posters illustrating the similarities and differences between the fashion styles and trends of the two countries. ➢ **Television Shows** View short Punjabi television programs from countries where Punjabi is spoken. Have the students compare the shows they watched with Canadian shows. As a group, have them prepare a Venn diagram comparing the television shows of the two countries. ➢ **Community Comparison** Have the students use the Internet to locate information about a major city in India; e.g., Chandigarh. Have the students then compare commonalities and differences between their community and the city in India, e.g., modes of transportation, using a Venn diagram. **Caution** Students should be monitored when they use the Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities and differences between Punjabi culture and their own culture?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they compare Punjabi and Canadian fashions. Use the checklist to assess how well students are able to identify similarities and differences between Punjabi culture and their own culture (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they create Venn diagrams comparing Punjabi television programs with Canadian television programs. Students use the checklist to determine if they are able to identify similarities and differences between Punjabi culture and their own culture (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ **Anecdotal Notes**
Observe students as they compare a city in India with their own community. Record anecdotal notes of the extent to which students are able to identify similarities and differences between Punjabi culture and their own culture (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Fashion magazines and Web sites from countries where Punjabi is spoken and from Canada, poster materials.

➢ Television shows from countries where Punjabi is spoken, Venn diagram template (Appendix D: Graphic Organizers).

➢ Internet, Venn diagram template (Appendix D: Graphic Organizers).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. apply knowledge to interpret similarities and differences between Punjabi culture and their own culture GC–1.3 applying cultural knowledge	➢ **Poems** Have the students compare countries in which Punjabi is spoken and their own country by writing poems using a set format. For example: – name of country/thing → India – two adjectives → hot, tropical – one sentence → I am lost in a hot and busy market of spices. – one adjective and one noun → restless tiger Have the students illustrate their poems to reflect the unique cultural elements of each country. ➢ **Climate and Culture** Have the students review the weather patterns in Punjab and compare them to those in Canada. Have the students prepare brief presentations on how the weather in the two places influences the leisure activities, lifestyle and culture of the people who live there. ➢ **Venn Diagram** Arrange the students into small groups and have each group conduct research on Punjab. Have the students create Venn diagrams showing the similarities and differences between Punjabi culture and their own cultures. Ask the students to arrange their information into a presentation for the class; e.g., poster, digital slide show, skit.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • apply knowledge to interpret similarities and differences between Punjabi culture and their own culture?	
➢ **Informal Observation** Observe students as they write and illustrate poems. Make mental notes of the extent to which students are able to apply knowledge to interpret similarities and differences between Punjabi culture and their own culture. Offer feedback, encouragement and praise as needed.	➢ None required.
➢ **Anecdotal Notes** Observe students as they prepare presentations on how weather affects culture. Record anecdotal notes of the extent to which students are able to apply knowledge to interpret similarities and differences between Punjabi culture and their own culture (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Resources on weather patterns in Punjab and Canada.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they begin a cultural comparison using a Venn diagram. Students use the rating scale to assess how well they are able to apply knowledge to interpret similarities and differences between Punjabi culture and their own culture (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Venn diagram template (Appendix D: Graphic Organizers).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify similarities and differences among diverse groups within Punjabi culture	➢ **Identifying Diverse Groups** Have the students brainstorm different ways that groups of people can be classified. For example: culture = Punjabi, Aboriginal generation = seniors, middle-aged, teenagers, baby boomers geography = urban, rural Have the students discuss the diverse groups that exist in Canada. Once the students are familiar with the process, have them identify diverse Punjabi-speaking groups; e.g., in Canada, UK, India, Africa, Australia. Have the students then make a chart or poster identifying these groups. ➢ **Group Brainstorming Jigsaw** Divide the class into small groups. Assign each group a colour and a country where Punjabi is spoken; e.g., in India, North America, UK, Africa, Australia. Number each student within the group; e.g., yellow–1, yellow–2, yellow–3 and so on. Have the student groups brainstorm and list characteristics of their assigned countries (see Appendix D: Graphic Organizers). Have the students form new groups based on the number each student was assigned. Each group will now consist of one student from each of the colour groups; e.g., yellow–1, red–1. Have each of the new groups create a chart of similarities and differences among diverse Punjabi-speaking countries. Ensure that each student contributes information about his or her original Punjabi-speaking country.

GC–1.4
diversity within Punjabi culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities and differences among diverse groups within Punjabi culture?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they identify the different groups of people in Punjabi culture. Use the checklist to assess if students are able to identify similarities and differences among diverse groups within Punjabi culture (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they brainstorm and create a chart of the similarities and differences among Punjabi-speaking groups. Use the rubric to evaluate how well students are able to identify similarities and differences among diverse groups within Punjabi culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Poster materials.

➢ Resources on the cultures of Punjabi speakers around the world, Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. apply knowledge of Punjabi culture to interpret similarities and differences among diverse groups within the culture **GC–1.4** diversity within Punjabi culture	➢ **Picture Prompts** After the students have studied the various groups within Punjabi culture, show pictures of various Punjabi-speaking people and ask: Where does this person live? How old is this person? What do those people have in common? Show pictures of people such as: – Punjabi rural and urban children playing – elderly and young Punjabi people – rural and urban Punjabi business people. Lead a class discussion on the similarities and differences among diverse groups within Punjabi culture. Encourage the students to reflect on their learning and knowledge and how they were able to identify and interpret these similarities and differences. ➢ **Cultural Clothing** Have the students view a Punjabi video that depicts people from different parts of India or countries where Punjabi is spoken and have them pay particular attention to what the people are wearing. Have the students then review several types of Punjabi clothing from different regions. Ask the students to identify what region or area the clothing is from and encourage the students to apply their knowledge of the culture to interpret similarities and differences among the different styles of clothing worn.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • apply knowledge of Punjabi culture to interpret similarities and differences among diverse groups within the culture?	
➢ **Anecdotal Notes** Observe students as they participate in a discussion about various groups of people in Punjabi culture. Record anecdotal notes of the extent to which students are able to apply knowledge of Punjabi culture to interpret similarities and differences among diverse groups within the culture (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pictures of various Punjabi-speaking people.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they view and compare clothing from different areas of Punjabi-speaking countries. Students use the checklist to determine if they are able to apply knowledge of Punjabi culture to interpret similarities and differences among diverse groups within the culture (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Pictures of various types of Punjabi clothing from different places where Punjabi is spoken; e.g., Kashmir, Africa.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify similarities between themselves and people of the Punjabi culture	➢ **Similarities Checklist** Play a video depicting a certain aspect of Punjabi life; e.g., schooling, work, home life, government. Prepare a checklist with statements about the Punjabi way of life as shown in the video. Have the students identify similarities between themselves and people of Punjabi culture by putting check marks beside the statements that describe their own way of life as well.
	➢ **Advertising Comparison** Have the students watch Punjabi commercials for popular products also used by Canadians; e.g., basmati rice, Chai tea. Have the students note similarities in the humour used in these Punjabi commercials and the humour used in Canadian commercials.
	➢ **Celebrations** Have the students make T-charts comparing Punjabi celebrations with celebrations from their own cultures. Arrange the students into small groups and have them share their comparison charts discussing the similarities they noticed.

GC–1.5
valuing Punjabi culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities between themselves and people of the Punjabi culture?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they watch a video on an aspect of Punjabi life and complete the checklist. Students use the checklist to determine if they are able to identify similarities between themselves and people of the Punjabi culture (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they watch Punjabi commercials. Use the checklist to assess if students are able to identify similarities between themselves and people of the Punjabi culture (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they create T-charts comparing celebrations in Punjabi and their own cultures and discuss them in groups. Record anecdotal notes of the extent to which students are able to identify similarities between themselves and people of the Punjabi culture (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Video showing Punjabi lifestyle, checklist of statements about Punjabi way of life.

➢ Video of Punjabi commercials.

➢ Resource material on Punjabi celebrations.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. express an interest in finding out about people their own age who speak Punjabi	➢ **Pen Pals/E-pals** Organize pen pals or e-pals with students from a country where Punjabi is spoken or another Punjabi class. Have the students write short descriptions, in Punjabi, about themselves and ask questions about their pen pals' or e-pals' daily lives, hobbies and routines. Encourage the students to maintain their pen-pal or e-pal relationships throughout the year. ➢ **Visiting with Another Class** If possible, organize a field trip to or video conference with another Punjabi school or class. Have the students from the other class teach your students how to play some simple cultural games or make craft items. ➢ **Guest Speakers** Invite Punjabi-speaking guests who are of a similar age to your students and have them share their personal experiences. Have the students ask questions about the guests' culture, hobbies and daily routines.

GC–1.5
valuing Punjabi culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Punjabi culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express an interest in finding out about people their own age who speak Punjabi?

➢ **Anecdotal Notes**
Observe students as they correspond with another Punjabi class. Record anecdotal notes of the extent to which students are able to express an interest in finding out about people their own age who speak Punjabi (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they visit or video conference with another Punjabi class. Use the checklist to assess if students are able to express an interest in finding out about people their own age who speak Punjabi (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they visit with young Punjabi speakers. Use the rating scale to assess how well students are able to express an interest in finding out about people their own age who speak Punjabi (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Pen pals or e-pals.

➢ Bilingual Punjabi school/class, video conferencing equipment (optional).

➢ Young Punjabi-speaking guest speakers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.1 awareness of first language a. identify similarities and differences between their first language and Punjabi	➢ **Venn Diagram** Have the students use Venn diagrams (Appendix D: Graphic Organizers) to record similarities and differences between English and Punjabi. Have the students then share their Venn diagrams with each other and discuss them. ➢ **Borrowed Words** Have the students brainstorm cognates or English words that have been borrowed from Punjabi, for example, chai, rickshaw. Ask the students to identify times when they have heard these words being used or used the words themselves. **Extension** Have the students identify words in Punjabi that are borrowed from English.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify similarities and differences between their first language and Punjabi?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create Venn diagrams. Use the rubric to evaluate how well students are able to identify similarities and differences between their first language and Punjabi (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ None required.
➢ **Informal Observation** Observe students as they brainstorm cognates. Make mental notes of the extent to which students are able to identify similarities and differences between their first language and Punjabi. Offer feedback, encouragement and praise as needed.	➢ List of cognates.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.2 general language knowledge a. recognize that in any language there are different words for the same thing	➢ **English in Different Countries** Have the students create a three-column chart comparing English words in Canada, the United States and the United Kingdom. Discuss that in any language there are variations in vocabulary for different cultures. Distribute a text to the students in British English and have students underline words that are different in Canadian English. Have the students then replace the underlined words with Canadian words. ➢ **Synonym Hunt** Brainstorm with the students English words that mean the same thing; e.g., pants and trousers; trash, rubbish and garbage; sneakers and runners; elastic and rubber band. Introduce synonyms in Punjabi. Write the synonyms on cards and divide them into two piles. Distribute one of the piles to the students and place the other cards around the classroom. Have the students hunt for the synonyms for the words on their cards.

Canada	USA	UK
pop	soda	pop
pants	pants	trousers
soccer	soccer	football
icing	frosting	icing

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that in any language there are different words for the same thing?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they compare words used in Canada, USA and the UK. Use the checklist to assess if students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they match synonyms. Use the rubric to evaluate how well students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Chart paper, markers.

➢ Cards with Punjabi synonyms written on them.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

GC–2.3
awareness of own culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize and identify similarities and differences between their own culture and other cultures	➢ **Food Field Trip** Have the students visit a Punjabi restaurant or store. Have them look at the various food items on the menu or on the shelves and notice ingredients that are similar to and different from those used in their own culture. ➢ **Culture Comparison Chart** Ask the students to complete a chart like the one below that compares important life events in the state of Punjab, Canada and another country of their choosing.

Events	Punjab	Canada	Other
Birth			
Celebrations			
Marriage			
Death			

Have the students reflect on and discuss the similarities and differences between their own culture and other cultures.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and identify similarities and differences between their own culture and other cultures?	
➢ **Learning Log** After visiting a Punjabi restaurant or store, have the students reflect on their learning and how well they were able to recognize and identify similarities and differences between their own culture and other cultures.	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they complete a culture comparison chart. Students use the checklist to determine if their peers are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Information on important life events, such as marriage, celebrations, funerals, in Punjabi and Canadian cultures.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize that speakers of the same language may come from different cultural backgrounds GC–2.4 general cultural knowledge	➢ **Statistics Game** Label several nets or baskets with numbers or percentages. Ask various questions, for example: – ਦੁਨੀਆਂ ਵਚ ਕੰਨੇ ਲੋਕ ਪੰਜਾਬੀ ਬੋਲਣ ਵਾਲੇ ਹਨ? (How many Punjabi speakers are there in the world?) – ਕੰਨੇ ਕੁ ਦੇਸ਼ਾਂ ਵਚ ਲੋਕ ਪੰਜਾਬੀ ਬੋਲਦੇ ਹਨ? (In how many countries do people speak Punjabi?) – ਭਾਰਤ ਵਚ ਕੰਨੇ ਲੋਕ ਰ ਹੰਦੇ ਹਨ? (How many people live in India?) – ਉਹਨਾਂ ਵਚੋਂ ਕੰਨੇ ਲੋਕ ਪੰਜਾਬੀ ਬੋਲਣ ਵਾਲੇ ਹਨ? (What percentage of them speak Punjabi?) Have the students answer by throwing a ball in the appropriate basket. Discuss statistics about the use of Punjabi around the world. ➢ **Punjabi-speaking Communities** Have the students study a Punjabi-speaking community outside of India, e.g., Australia, Africa, Canada, Singapore, and create a presentation to share with the class. Encourage the students to seek information on the different cultural backgrounds found within the same language group. ➢ **Language Map** Have the students mark on a map of the world the different places where people speak Punjabi. Review the completed map and discuss the different cultural backgrounds of people who speak Punjabi. The same activity could be completed for English or other first languages of the students.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that speakers of the same language may come from different cultural backgrounds?

➢ **Informal Observation**
Observe students as they participate in a statistics game that explores information about Punjabi speakers around the world. Make mental notes of the extent to which students are able to recognize that speakers of the same language may come from different cultural backgrounds. Offer feedback, encouragement and praise as needed.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they present information on a Punjabi-speaking community outside of Punjab. Use the rubric to evaluate how well students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in a mapping activity in which they mark the different places where Punjabi is spoken. Record anecdotal notes of the extent to which students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Punjabi language statistics, baskets, hoops, balls.

➢ Various resources, Internet.

➢ World map, markers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize some of the factors that affect the culture of a particular region GC–2.4 general cultural knowledge	➢ **Climate** Display weather maps of two or three different regions or countries where Punjabi is spoken. Divide the students into groups and ask them to look at the maps and make connections between their knowledge of climate and its effects on the culture of the people who live there. Have the students speculate on how the weather patterns affect the daily lives of the people who live there; e.g., hobbies, sports and jobs. ➢ **Cultural Effects** Show pictures of regions or countries where Punjabi is spoken and discuss with the students how geography, climate and resources affect culture; e.g., jobs, festivals, celebrations, hobbies. Have the students create cause and effect diagrams to show the relationship between these factors and Punjabi culture. Consider questions such as: ਗਰਮ ਮੁਲਕਾਂ ਵਚ ਅਸੀਂ ਦੁਪ ਹਰ ਨੂੰ ਕਉਂ ਸੌਂਦੇ ਹਾਂ ? (Why do they have *siestas* [afternoon naps] in warm countries?) ➢ **Government PMI Charts** Arrange the students into small groups and assign each group different regions or countries where Punjabi is spoken. Have the groups research the government of the region or country and create a PMI chart (Appendix D: Graphic Organizers) based on the information they find. Ask the student groups to present their PMI charts to the class and discuss how the government affects the culture of the region or country.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize some of the factors that affect the culture of a particular region?

➢ **Anecdotal Notes**
Observe students as they explore how weather affects the daily lives of citizens of a country. Record anecdotal notes of the extent to which students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Informal Observation**
Observe students as they create cause and effect diagrams to show how various factors affect the culture. Make mental notes of the extent to which students are able to recognize some of the factors that affect the culture of a particular region. Offer feedback, encouragement and praise as needed.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create PMI charts on the government systems of Punjabi-speaking regions or countries. Use the rating scale to assess how well students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Weather maps of two or three regions or countries where Punjabi is spoken, personal dictionaries.

➢ Pictures of regions or countries where Punjabi is spoken.

➢ Reference materials, Internet, PMI chart template (Appendix D: Graphic Organizers).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. engage in activities that reflect other ways of doing things or other perspectives	➢ **Same Story, Different Culture** As a class, read similar stories from different cultures with the same morals or themes. Compare and contrast the stories and discuss what the differences tell you about the culture of the country of origin. Have the students create their own versions of the story from their own cultural perspectives using sentence frames and illustrations.
GC–2.5 valuing diversity	➢ **Culture Shock** Divide the students into groups and have them present role-plays that show how visitors from Canada would react to the way of life in the state of Punjab and how Punjabi visitors would react to the way of life in Canada. Video record these role-plays and play them back for the students. **Extension** Encourage the students to take part in activities that demonstrate cultural differences; e.g., greetings, games from around the world.
	➢ **Different Celebrations** Read a story to the students about what people in India do to celebrate New Year. Have the students compare and contrast the celebrations in India with those in Canada. Have the students then survey the class to see how they celebrate New Year, then share their findings with the class.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- engage in activities that reflect other ways of doing things or other perspectives?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they read stories from different cultures with similar morals or themes. Use the rubric to evaluate how well students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they role-play visitors' reactions to the ways of life in Canada and Punjab. Students use the checklist to determine if they are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they compare and contrast New Year celebrations. Use the checklist to assess if students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Various children's stories from different cultures.

➢ Various props (optional).

➢ Story about a New Year celebration in India.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize the limitations of adopting a single perspective **GC–2.5** valuing diversity	➢ **What If?** Have the students write responses to the following scenarios: – You are accused of a crime and the judge only listens to the evidence against you. You are not allowed to speak. – One person is given complete control of all the schools in Alberta and decides to have students wear uniforms and to ban all music in schools. – The government decides that all Canadians are basically the same and cuts all multicultural programs. Divide the students into groups and have them discuss their responses and how adopting a single perspective is limiting. ➢ **Story Time** After reading *The Three Little Pigs*, read *The True Story of the 3 Little Pigs!* and discuss how the facts in the story change when the story is told from a different perspective. Ask the students to act as a jury in deciding which side they really believe.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize the limitations of adopting a single perspective?	
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they respond to different scenarios in which only one perspective is viewed. Students use the rating scale to assess how well they are able to recognize the limitations of adopting a single perspective (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ None required.
➢ **Anecdotal Notes** Observe students as they discuss the different versions of a story and determine which one they believe. Record anecdotal notes of the extent to which students are able to recognize the limitations of adopting a single perspective (see sample blackline master in Appendix E: Anecdotal Notes).	➢ *The Three Little Pigs* fairy tale (by the Brothers Grimm), *The True Story of the 3 Little Pigs!* (by Jon Scieszka).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. reflect on their actions and the consequences of their actions for others **GC–2.6** intercultural skills	➤ **Cause and Effect** Provide students with various scenarios. Have the students complete a cause-and-effect chart that shows the possible effects of the actions described in the scenarios. For example: – greeting a classmate with a smile – breaking a friend's pencil by accident. ➤ **Thinking about Your Actions** Arrange the students into small groups and have them participate in a game or free play activity outside. After 10 minutes, stop the students and have them reflect on how they treated each other during a game or free play activity. Encourage the students to consider how their actions affect their peers, both positively and negatively. For example, encouraging statements ਸ਼ਾਬਾਸ਼ ਤੁਸੀਂ ਕਰ ਸਕਦੇ ਹੋ ! (You can do it!) versus discouraging statements ਤੁਸੀਂ ਚੰਗਾ ਨਹੀਂ ਨਗੀ ਕਰ ਰਹੇ। (You're not doing a good job.) or ਤੁਸੀਂ ਹਰੇਕ ਵਾਰ ਲੇਟ ਹੁੰਦੇ ਹੋ। (You're always late.)

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- reflect on their actions and the consequences of their actions for others?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create their cause-and-effect charts. Use the rating scale to assess how well students are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they discuss their actions during a game or free play activity outside with others. Use the checklist to assess if students are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Various scenarios.

➢ Board games or large playing area.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

GC–3.1 the Punjabi language and culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify some careers for which knowledge of Punjabi language and culture is useful	➢ **Brainstorm** Have the students brainstorm jobs or careers for which they think knowledge of Punjabi language and culture would be useful. Have the students look through career booklets or the Internet (http://www.alis.gov.ab.ca) for language-related careers. Have the students identify jobs in a variety of areas, for example: – ਖਾਤਰਦਾਰੀ (hospitality) – ਕਾਰੋਬਾਰ (business) – ਏਜੰਟ (travel) – ਵ ਗਆਨ (science) – ਹੋਟਲ /ਢਾਬਾ (restaurant) – ਸਰਕਾਰ (government). Have students, in pairs, create posters that advertise the career benefits of learning Punjabi. **Caution** Students should be monitored when they use the Internet. ➢ **Guest Speaker** Invite a guest speaker, e.g., high school counsellor, Punjabi business person, to talk about careers for which Punjabi is required, preferred or an asset.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some careers for which knowledge of Punjabi language and culture is useful?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they brainstorm and research careers. Use the rubric to evaluate how well students are able to identify some careers for which knowledge of Punjabi language and culture is useful (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Career booklets, Internet Web sites for jobs requiring Punjabi language skills, poster materials.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they listen to the guest speaker talk about the importance of learning Punjabi for work. Students use the checklist to determine if they are able to identify some careers for which knowledge of Punjabi language and culture is useful (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Punjabi-speaking guest speaker.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. identify some places that they could visit where Punjabi is spoken	**Field Trip** Arrange for a field trip to an Indian consulate, community centre, restaurant, store or festival. Prior to the field trip, have the students create a list of possible phrases to use. Later, have the students check off the phrases that they heard or used on the trip. After the field trip, have the students create pamphlets advertising the place visited, using details they remember or recorded. ➢ **Travel Brochures** Have each student complete a poster or travel brochure about a place to visit where Punjabi is spoken, including pictures of the destination. These posters and brochures can be mounted and displayed in the classroom. ➢ **Brainstorm and Display** Divide the class in half and have each group brainstorm some of the places they could visit where Punjabi is spoken; e.g., places in your community, Alberta, North America, the world. Share the results of the brainstorming as a class and create a wall display for the classroom. **Extension** Divide the students into groups. Have each group choose a country where Punjabi speakers live and create a list of reasons why they would want to go there. Have the groups present five reasons for their choices and indicate the country's location on a map.

GC–3.1
the Punjabi language and culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some places that they could visit where Punjabi is spoken?	
➢ **Anecdotal Notes** Observe students as they participate in a field trip to a place where Punjabi is spoken. Record anecdotal notes of the extent to which students are able to identify some places that they could visit where Punjabi is spoken (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Poster materials, photos.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create travel brochures about places where Punjabi is spoken. Use the rating scale to assess how well students are able to identify some places that they could visit where Punjabi is spoken (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Internet, resource materials, printer, magazines, sample travel brochures.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they brainstorm and create a wall display. Use the checklist to assess if students are able to identify some places that they could visit where Punjabi is spoken (see sample blackline master in Appendix E: Observation Checklist).	➢ World map.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify some careers for which knowledge of different languages and cultures is useful	➢ **Career Exploration** Have the students brainstorm jobs or careers for which they think a second language (other than English) would be useful. Have the students look through career booklets or the Internet for language-related careers (http://www.alis.gov.ab.ca). Have the students identify jobs in a variety of areas, for example: – hospitality – business – travel – manufacturing – science – food preparation/service – government. Have the students choose one career opportunity and write a paragraph in which they imagine themselves in that career. In the paragraph, have students describe how they would use their knowledge of another language and/or culture. **Caution** Students should be monitored when they use the Internet. ➢ **Interviews** Have the students interview family or community members to find out how knowing another language has helped them in their careers. Have them share the results of their interviews with the class.

GC–3.2
cultural and linguistic diversity

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some careers for which knowledge of different languages and cultures is useful?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they brainstorm and research careers. Use the checklist to assess if students are able to identify some careers for which knowledge of different languages and cultures is useful (see sample blackline master in Appendix E: Observation Checklist).	➢ Career booklets, Web sites for jobs requiring language skills.
➢ **Learning Log** After the students have completed their interviews, have them reflect on their learning and how well they were able to identify some careers for which knowledge of different languages and cultures is useful.	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.2 cultural and linguistic diversity b. identify some places where there is significant linguistic and cultural diversity	➢ **Culture in My Community** Have the students work as a class to create a cultural profile of their own community in which they indicate all of the different cultural groups that are represented; e.g., Punjabi, Latin American, Métis, French, Polish, Chinese, Irish, First Nations. If possible, have the students bring in pictures, menus and brochures of the various stores, businesses, churches and community buildings that represent the different cultures. Also have students review Canadian statistics related to cultural diversity. Create a wall display for the classroom. **Caution** Students should be monitored when they use the Internet. **Extension** Celebrate Canada's multiculturalism on a class "Canada Day." Invite a variety of cultural groups to perform music and dance. ➢ **The Towns in Cities** Divide the students into groups and have them choose a large city that is multicultural; e.g., Edmonton, Calgary, Detroit, Vancouver, Los Angeles, New York, Mexico City, London. Have the students investigate the presence of cultural "towns" or neighbourhoods within the city; e.g., Chinatown, Punjabi, Mexican, Italian neighbourhoods. If possible, have them identify how many people belonging to these different cultural groups live in the city.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some places where there is significant linguistic and cultural diversity?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create a cultural profile of their community. Use the rating scale to assess how well students are able to identify some places where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Learning Log**
After the students have investigated the cultural "towns" in a city, have them reflect on their learning and how well they were able to investigate and identify some places where there is significant linguistic and cultural diversity.

MATERIALS

➢ Photographs, cultural artifacts or realia from the community, Statistics Canada Web site (http://www.statcan.ca), Internet.

➢ References on various multicultural cities, Internet.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–1.1 cognitive a. identify and use a variety of cognitive strategies, with guidance, to enhance language learning	➢ **Vocabulary Song** Have the students practise learned vocabulary to the tunes of familiar songs. Encourage the students to perform actions to match the words of the song. ➢ **Personal Dictionaries** Have the students create personal dictionaries including words that are interesting or challenging to them. Encourage the students to make word associations to English or other languages. Is this word similar to one they know in Punjabi or another language?

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies, with guidance, to enhance language learning?

➢ **Anecdotal Notes**
Observe students as they sing the vocabulary songs. Record anecdotal notes of how well students are able to identify and use a variety of cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary, perform actions to match the words of a song (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create their personal dictionaries. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies, with guidance, to enhance language learning; e.g., group sets of words together with similar characteristics, look for patterns and relationships, make personal dictionaries (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Simple Punjabi songs.

➢ Personal dictionaries.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of metacognitive strategies, with guidance, to enhance language learning S-1.2 metacognitive	➢ **Group Reading Strategies** Post a simple text at the front of the room. Divide the students into groups and ask the students to work together to read the text and go back to their seats to summarize it. Have the groups discuss strategies for remembering the text; e.g., reading for key words. Have the students take turns going to the front and reading a portion of the text, then returning to their team and reporting what they read. One team member records what has been recited after each portion. At the end of the activity, provide the students with the original text from the front of the room and have them compare it with their versions. Have the groups discuss how well their strategies worked and what they would do different next time. ➢ **Learning Log** At various stages of a lesson, i.e., before, during and after, have the students write about their learning in their learning logs, including such things as: Before beginning a unit or lesson: – What do I think I will learn? – What do I already know about the topic? – What do I hope we will do during this lesson? During the lesson: – What things have I enjoyed the most? – What things do I have trouble with or need to work on? – How can I improve? After the lesson: – What strategies did I use? – What things do I still need to work on? – How have I used what I learned outside of school?

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of metacognitive strategies, with guidance, to enhance language learning?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they read and summarize texts in groups. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies, with guidance, to enhance language learning; e.g., evaluate your performance or comprehension at end of a task, check copied writing for accuracy (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Simple Punjabi text.

➢ **Learning Log/Conferencing**
Have the students describe their learning during various stages of a lesson; i.e., before, during and after. Conference with the students on how well they are able to identify and use a variety of metacognitive strategies, with guidance, to enhance language learning; e.g., keep a learning log, be aware of own strengths and weaknesses, reflect on the listening, speaking, reading and writing process.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of social and affective strategies, with guidance, to enhance language learning **S–1.3** social/affective	➢ **Mental Imagery and Relaxation** Before a presentation or test, guide the students through relaxation exercises; e.g., deep breathing, visualization. Have them practise positive mental imagery and positive self-talk to motivate themselves and relax. ➢ **Constructive Feedback** Have the students exchange a written text with their classmates. Have the students ask their peers for feedback and work together to improve the text. Encourage the students to recognize that making mistakes is a natural part of language learning. ➢ **Work Together to Interpret** Divide the students into groups and have them work together to interpret a short text in Punjabi. Have every student in the group take a turn reading the text before they begin. Have the students work together to summarize the text and present their summaries to the rest of the class. ➢ **Rewarding Learning** Have the students brainstorm how they can reward themselves for achieving a set task or learning outcome; e.g., a food day during which they get to sample various Punjabi foods, viewing Punjabi cartoons. Have the students create a rewards list and encourage them to reward themselves when appropriate.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of social and affective strategies, with guidance, to enhance language learning?

➢ **Learning Log**
After instructing on how to relax, have the students reflect on their learning and how well they were able to identify and use a variety of social and affective strategies, with guidance, to enhance language learning; e.g., reduce anxiety by using mental techniques such as positive self-talk and humour, use self-talk to feel competent to do the task.

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they provide feedback to a peer on a piece of writing. Students use the rating scale to assess how well they are able to identify and use a variety of social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups, recognize that making mistakes is a natural part of learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Anecdotal Notes**
Observe the students and note the extent to which they are able to identify and use a variety of social and affective strategies, with guidance, to enhance language learning; e.g., work with others to solve problems, seek the assistance of a friend to interpret a text (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Informal Observation**
Observe students as they brainstorm a list of personal rewards for achieving a set task. Make mental notes of how well students are able to identify and use a variety of social and affective strategies, with guidance, to enhance language learning; e.g., provide personal motivation by arranging your own rewards when successful. Offer feedback, encouragement and practise as needed.

MATERIALS

➢ None required.

➢ Student texts.

➢ Short texts in Punjabi.

➢ Chart paper, markers.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of interactive strategies, with guidance **S-2.1 interactive**	➢ **Conversing in Groups** Divide the students into small groups and have them engage in short conversations with each other about pets, hobbies and other topics. Encourage the students to use strategies such as interpreting nonverbal clues (e.g., mime, pointing, smiling, nodding, raise eyebrows), asking for clarification or repetition, using circumlocution or repeating part of what someone has said to confirm understanding. ➢ **Listening and Speaking Strategies** Invite the students to brainstorm a list of qualities of a good listener and a good speaker. Have them identify specific strategies a good listener or speaker might use and write these qualities and strategies on a chart with accompanying illustrations or visual clues. Post the chart in the classroom for future reference. ➢ **Keep on Talking** Divide the students into pairs and have them speak in Punjabi to one another for as long as possible without using any English words. Have them use circumlocution (e.g., "the thing you hang the clothes on" for "hanger"), use a range of fillers, hesitation devices and gambits to sustain conversation, ask for clarification or repetition if they don't understand and ask follow-up questions to check for understanding; e.g., Am I making sense?

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of interactive strategies, with guidance?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they converse with the others in their groups. Use the checklist to assess how well students are able to identify and use a variety of interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal cues to communicate, ask for clarification or repetition when you do not understand (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ **Informal Observation**
Observe the students as they brainstorm a list of listening and speaking qualities and strategies. Make mental notes of how well students are able to identify and use a variety of interactive strategies, with guidance; e.g., acknowledge being spoken to, assess feedback from a conversation partner to recognize when a message has not been understood.

➢ Chart paper, markers.

➢ **Anecdotal Notes**
Observe students as they attempt to keep talking for as long as possible. Record anecdotal notes of the extent to which they are able to identify and use a variety of interactive strategies, with guidance; e.g., use circumlocution, use a range of fillers, hesitation devices and gambits to sustain conversation (see sample blackline master in Appendix E: Anecdotal Notes).

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.2 interpretive a. identify and use a variety of interpretive strategies, with guidance	➢ **Preparing for Listening** Before a guest speaker visits the classroom, have the students write down questions that they would like to learn the answers to. Have them use these questions to focus their listening. ➢ **Prediction** Before reading a text, have the students predict what it is about based on the title and any illustrations. Before a guest speaker arrives, have the students make predictions about what they expect to hear based on what they already know about the topic. After reading a text or listening to a guest speaker, have the students reflect in their learning logs on the accuracy of their predictions. ➢ **Summarizing Text** Divide the students into groups and have them read a text and summarize it. Have the groups use strategies such as prepare questions to help them note information found in the text (e.g., 5Ws and 1H), look for key words and reread several times to improve understanding.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of interpretive strategies, with guidance?

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they listen to a guest speaker. Students assess how well they are able to identify and use a variety of interpretive strategies, with guidance; e.g., assess your information needs before listening. Students set goals for future improvement and strategy use (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they read a text. Use the checklist to assess if students are able to identify and use a variety of interpretive strategies, with guidance; e.g., make predictions about what you expect to hear or read (see sample blackline master in Appendix E: Observation Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they work together to summarize the text. Use the checklist to assess how well students are able to identify and use a variety of interpretive strategies, with guidance; e.g., reread several times to understand complex ideas, summarize information gathered (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Guest speaker.

➢ Punjabi text, guest speaker.

➢ Punjabi text.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of productive strategies, with guidance **S–2.3 productive**	➢ **Repeating a Pattern** Review various rhymes and songs that have repetitive sentence patterns. Read each line and have the students repeat it after you. Write each line on the board and have the students copy it. Complete an action for each line and have the students copy it. Afterward, have the students use the sentence pattern to create their own poems and songs. ➢ **The Writing Process** After viewing different examples of basic familiar fables or fairy tales, have the students create their own texts with illustrations following the patterns in the examples. Have the students follow the writing process—prewriting, writing, revisions, correction and publication. Encourage the students to apply grammar rules to improve their texts and to avoid difficult structures by rephrasing.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of productive strategies, with guidance?

➢ **Anecdotal Notes**
Observe the students as they say aloud, write and do the actions for the poem or song. Record anecdotal notes of the extent to which students are able to identify and use a variety of productive strategies, with guidance; e.g., mimic what the teacher says, copy what others say or write (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based rating scale and share it with students before they write fairy tales or fables. Students use the checklist to assess how well they are able to identify and use a variety of productive strategies, with guidance; e.g., proofread and edit the final version of a text, be aware of and use the steps of the writing process (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Various rhymes and songs with repetitive sentence patterns.

➢ Examples of familiar fables or fairy tales.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning	➢ **Holidays Graphic Organizers** Have the students create graphic organizers to visually represent Punjabi holidays during the year; e.g., – ਦਵਾਲੀ (Diwali) – ਵਸਾਖੀ (Vaisakhi).
S-3.1 cognitive	➢ **Inquiry Process** Have the students research a topic and create a presentation. Before beginning their research, have the students write questions to guide their research in a KWL chart (Appendix D: Graphic Organizers). Encourage the students to access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations. **Caution** Students should be monitored when they use the Internet.
	➢ **Picture Map** Ask the students to create picture maps of the various native animals and/or sea life in countries where Punjabi is spoken. Ask the students to also include brief descriptions of the animals; e.g., ***ਮੋਰ (Peacock)*** *ਮੋਰ ਇਕ ਤਰ੍ਹਾਂ ਦਾ ਪੰਛੀ ਹੈ।* (A peacock is a type of bird.) *ਮੋਰ ਦੇ ਖੰਭ ਕਈ ਰੰਗਾਂ ਦੇ ਹਨ।* (A peacock's feathers have many colours.) *ਮੋਰ ਨੀਲੇ ਰੰਗ ਦਾ ਹੈ।* (A peacock is blue.)

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies, with guidance, to enhance general learning?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create holiday graphic organizers. Students use the checklist to evaluate how well they are able to identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., use mental images to remember new information, use word maps, mind maps or other graphic representations to make information easier to understand and remember (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create KWL charts. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., connect what is already known with what is being learned, seek information through a network of sources (see sample blackline master in Appendix E: Observation Checklist).

➢ **Conferencing**
Meet with the students to discuss how well they are able to identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., use mental images to remember new information, use word maps, mind maps or other graphic representations to make information easier to understand and remember. Discuss their strengths and weaknesses and the strategies they used to complete the activity. How did these strategies work for them?

MATERIALS

➢ Reference materials, Internet.

➢ None required.

➢ Maps of countries where Punjabi is spoken, various information sources.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S-3.2 metacognitive a. identify and use a variety of metacognitive strategies, with guidance, to enhance general learning	➤ **Planning for a Task** Before beginning a task, have the students plan the steps they will take to complete it. For example, have the students make plans for a visit to a bilingual Kindergarten or Grade 1 class to present a play, dance or song. They record different jobs that need to be done; e.g., making the backdrop, getting materials. Have the students record their plans in their learning logs and later check to see if they are following their plans.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of metacognitive strategies, with guidance, to enhance general learning?

➢ **Learning Log**
After the students have planned for a task, have them reflect on their learning and how well they were able to identify and use a variety of metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task.

MATERIALS

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning **S-3.3** social/affective	➢ **Cooperative Work Expressions** Invite students to brainstorm words and phrases that would assist them to work cooperatively with other students; e.g., ਰਲ ਮਿਲ ਕੇ ਕੰਮ ਕਰੋ। (work together) ਇੱਕ ਦੂਸਰੇ ਦੇ ਖ਼ਿਆਲ ਸੁਣੋ (listen to each other). Encourage the students to use these phrases when involved in group work. ➢ **Group Problem Solving** Divide the students into groups and have them decide on a project; e.g., designing board games for Kindergarten and Grade 1 classes, creating an advertisement for a product relating to a unit of study, opening a restaurant. Have the students make decisions on what materials they are going to use, the process involved in planning and so on. When they encounter an issue or problem, have them follow a simple problem-solving model to find a solution. Encourage the students to take risks, even though they might make mistakes. ➢ **Free Exploration** Provide a variety of resources, e.g., multimedia, newspapers, magazines, videos, books, brochures, audio recordings, comics, on a variety of topics and allow the students to follow their natural curiosity to choose a topic for research.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and use a variety of social and affective strategies, with guidance, to enhance general learning?	
➢ **Informal Observation** Observe students as they brainstorm words and phrases to use when working cooperatively with others. Make mental notes of how well students are able to identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., participate in cooperative group learning tasks.	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they work in small groups. Students use the checklist to determine if they are able to identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., take part in group problem-solving processes, take part in group decision-making processes (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Board game materials, art materials.
➢ **Anecdotal Notes** Observe the students as they explore various resources and record anecdotal notes of how well students are able to identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various resources on a variety of topics; e.g., multimedia, newspapers, magazines, videos, brochures.

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Appendices

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Appendix A: Specific Outcomes Chart

GRADE 4

A–1 to impart and receive information		**GRADE 4**
A–1.1 share factual information	a. share basic information b. identify key people, places and things in the immediate environment	**NOTES:**
A–2 to express emotions and personal perspectives		**GRADE 4**
A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences b. express a personal response	**NOTES:**
A–2.2 share emotions, feelings	a. respond to, and express, basic emotions and feelings	
A–3 to get things done		**GRADE 4**
A–3.1 guide actions of others	a. indicate basic needs and wants b. give and respond to simple oral instructions or commands c. ask for permission	**NOTES:**
A–3.2 state personal actions	a. respond to offers, invitations and instructions b. ask or offer to do something	

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A–3 to get things done (continued)		GRADE 4
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to participate	NOTES:
A–4 to form, maintain and change interpersonal relationships		**GRADE 4**
A–4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information	NOTES:
A–5 to extend their knowledge of the world		**GRADE 4**
A–5.1 discover and explore	a. investigate the immediate environment	NOTES:
A–5.2 gather and organize information	a. gather simple information b. organize items in different ways	
A–5.3 solve problems	a. recognize problem-solving situations in the immediate environment	
A–5.4 explore opinions and values	a. listen attentively to the opinions expressed b. respond sensitively to the ideas and products of others	

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A–6 for imaginative purposes and personal enjoyment		GRADE 4
A–6.1 humour/ fun	a. use the language for fun	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively	
A–6.3 personal enjoyment	a. use the language for personal enjoyment	
LC–1 attend to form		**GRADE 4**
LC–1.1 phonology	a. pronounce some simple words and phrases comprehensibly b. recognize intonation to express meaning, with guidance	**NOTES:**
LC–1.2 orthography	a. recognize and name some high frequency letters of the alphabet and some vowel symbols b. write their own name and some words c. be aware of how text is oriented	
LC–1.3 lexicon	a. use a range of words and phrases in familiar contexts, within a variety of lexical fields, including: • self • family • school • any other lexical fields that meet their needs and interests	

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LC–1 attend to form (continued)		GRADE 4
LC–1.4 grammatical elements	a. recognize and use, in modelled situations,[1] the following grammatical elements: **Nouns** • singular and plural ਤਵਾ (singular/masculine) ਤਵੀ (singular/feminine) • adjective agreement (singular) ਪੀਲਾ ਕੇਲਾ **Pronouns** • demonstrative ਏਹ, ਉਹ (oral) ਇਸ, ਉਸ (written) • personal (singular) ਮੈਂ, ਤੂੰ (ਤੁਸੀਂ), ਏਹ **Verbs** • imperative ਚੁੱਪ ਕਰੋ। ਮੇਰੇ ਵੱਲ ਵੇਖੋ। ਰੌਲਾ ਨਾਂ ਪਾਓ। • present tense (singular) ਮੈਂ ਖੇਡਦਾ ਹਾਂ। ਤੂੰ ਖੇਡਦਾ ਹੈਂ। ਉਹ ਖੇਡਦਾ ਹੈ। **Adverbs** • time (date) ਅੱਜ, ਕੱਲ, ਪਰਸੋਂ • adverbs of affirmation and negation ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।) • ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।) **Adjectives** • numbers ਪੰਜ ਕਤਾਬਾਂ, ਇੱਕ ਦਨ, ਡੇਢ, ਢਾਅੀ, ਦਸਮਾ ਹੱਸਾ, ਦਸਮੇ ਥਾਂ	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

LC–2 interpret and produce oral texts		GRADE 4
LC–2.1 listening	a. understand simple spoken sentences in guided situations	**NOTES:**
LC–2.2 speaking	a. produce simple oral words and phrases in guided situations	

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LC–2 interpret and produce oral texts (continued)		GRADE 4
LC–2.3 interactive fluency	a. engage in simple interactions, using short, isolated lexical phrases	**NOTES:**
LC–3 interpret and produce written and visual texts		**GRADE 4**
LC–3.1 reading	a. understand simple written words and phrases in guided situations	**NOTES:**
LC–3.2 written production	a. produce simple written words in guided situations	
LC–3.3 viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	
LC–3.4 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	
LC–4 apply knowledge of the sociocultural context		**GRADE 4**
LC–4.1 register	a. speak at a volume appropriate to immediate environments b. respond to tone of voice	**NOTES:**
LC–4.2 idiomatic expressions	a. imitate age-appropriate idiomatic expressions	
LC–4.3 variations in language	a. experience a variety of voices	

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LC–4 apply knowledge of the sociocultural context (continued)		GRADE 4
LC–4.4 social conventions	a. imitate simple routine social interactions b. use basic social expressions appropriate to the immediate environment	**NOTES:**
LC–4.5 nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours used in Punjabi culture	
LC–5 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 4**
LC–5.1 cohesion/ coherence	a. imitate speech that uses simple link words	**NOTES:**
LC–5.2 text forms	a. experience a variety of oral text forms b. recognize some simple oral text forms	
LC–5.3 patterns of social interaction	a. respond using very simple social interaction patterns	

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GC–1 historical and contemporary elements of Punjabi culture			GRADE 4
GC–1.1 accessing/analyzing cultural knowledge	a. participate in activities and experiences that reflect elements of Punjabi culture b. ask questions, using their first language, about elements of Punjabi culture experienced in the immediate environment	**NOTES:**	
GC–1.2 knowledge of Punjabi culture	a. participate in activities and experiences that reflect elements of Punjabi culture		
GC–1.3 applying cultural knowledge	a. recognize elements of Punjabi culture in the immediate environment		
GC–1.4 diversity within Punjabi culture	a. experience diverse elements of Punjabi culture		
GC–1.5 valuing Punjabi culture	a. participate in cultural activities and experiences		
GC–2 affirming diversity			**GRADE 4**
GC–2.1 awareness of first language	a. distinguish between their first language and Punjabi	**NOTES:**	

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GC–2 affirming diversity (continued)		GRADE 4
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify similarities among words from different languages within their personal experience	**NOTES:**
GC–2.3 awareness of own culture	a. explore similarities between their own culture and other cultures	
GC–2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures	
GC–2.5 valuing diversity	a. work and play cooperatively with others who are different from themselves	
GC–2.6 intercultural skills	a. adapt to new situations	
GC–3 personal and career opportunities		**GRADE 4**
GC–3.1 Punjabi language and culture	a. identify reasons for learning Punjabi language and culture	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	

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S–1	language learning	GRADE 4
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning	NOTES:
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning	
S–1.3 social/ affective	a. use simple social and affective strategies, with guidance, to enhance language learning	
S–2	**language use**	**GRADE 4**
S–2.1 interactive	a. use simple interactive strategies, with guidance	NOTES:
S–2.2 interpretive	a. use simple interpretive strategies, with guidance	
S–2.3 productive	a. use simple productive strategies, with guidance	
S–3	**general learning**	**GRADE 4**
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning	NOTES:
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning	
S–3.3 social/ affective	a. use simple social and affective strategies, with guidance, to enhance general learning	

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GRADE 5

A–1 to impart and receive information		GRADE 5
A–1.1 share factual information	a. ask for and provide information b. respond to simple, predictable questions c. identify people, places and things	**NOTES:**
A–2 to express emotions and personal perspectives		**GRADE 5**
A–2.1 share ideas, thoughts, opinions, preferences	a. identify favourite people, places or things b. express a personal response to a variety of situations	**NOTES:**
A–2.2 share emotions, feelings	a. identify emotions and feelings b. express and respond to a variety of emotions and feelings	
A–3 to get things done		**GRADE 5**
A–3.1 guide actions of others	a. suggest a course of action and respond to a suggestion b. make and respond to a variety of simple requests c. seek, grant or withhold permission	**NOTES:**
A–3.2 state personal actions	a. indicate choice from among several options b. express a wish or a desire to do something	
A–3.3 manage group actions	a. ask for help or clarification of what is being said or done in the group b. suggest, initiate or direct action in group activities	

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A–4 to form, maintain and change interpersonal relationships		GRADE 5
A–4.1 manage personal relationships	a. initiate relationships b. apologize and refuse politely c. express and reciprocate thanks appropriately	**NOTES:**
A–5 to extend their knowledge of the world		**GRADE 5**
A–5.1 discover and explore	a. make and talk about personal observations	**NOTES:**
A–5.2 gather and organize information	a. sequence items in different ways b. record and share personal knowledge of a topic	
A–5.3 solve problems	a. identify a problem and choose between alternative solutions	
A–5.4 explore opinions and values	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience	
A–6 for imaginative purposes and personal enjoyment		**GRADE 5**
A–6.1 humour/fun	a. use the language for fun	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively	

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A–6 for imaginative purposes and personal enjoyment (continued)		GRADE 5
A–6.3 personal enjoyment	a. use the language for personal enjoyment	**NOTES:**
LC–1 attend to form		**GRADE 5**
LC–1.1 phonology	a. distinguish particular sounds of the language b. use comprehensible pronunciation, stress and intonation, with guidance, when producing familiar words or phrases	**NOTES:**
LC–1.2 orthography	a. recognize and name all letters of the alphabet and some vowel symbols b. relate letters to the sounds they commonly make c. copy familiar words, phrases and sentences	
LC–1.3 lexicon	a. use a range of words and phrases in familiar contexts, within a variety of lexical fields, including: • clothing • food • weather • any other lexical fields that meet their needs and interests	

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LC–1 attend to form (continued)		GRADE 5
LC–1.4 grammatical elements	a. recognize and use, in modelled situations,[1] the following grammatical elements: **Pronouns** • personal (plural) ਅਸੀਂ, ਤੁਸੀਂ, ਉਹ • possessive ਮੇਰਾ, ਮੇਰੀ; ਤੇਰਾ, ਤੇਰੀ • interrogative ਕੌਣ?, ਕੀ?, ਕੱਥੇ? **Conjunctions** • ਤੇ (ਅਤੇ), ਕ, ਜਾਂ **Verbs** • future tense ਮੈਂ ਜਾਵਾਂਗੀ। ਉਹ ਜਾਵੇਗਾ। • present tense (plural) ਅਸੀਂ ਰੋਟੀ ਖਾਂਦੇ ਹਾਂ। **Adverbs** • place ਹੇਠਾਂ, ਉੱਪਰ, ਅੰਦਰ, ਬਾਹਰ **Postpositions** • ਅੰਦਰ, ਬਾਹਰ, ਉੱਪਰ, ਨਾਲ, ਵੱਚ	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Note: In Punjabi a preposition is referred to as a postposition, the term governing a noun or pronoun that appears after the noun or pronoun, rather than before (e.g., ਰਸੋਈ ਘਰ ਦੇ ਅੰਦਰ ਹੈ।).

The example in personal singular pronouns ਤੂੰ is followed by the word (ਤੁਸੀਂ) expressing a form of respect, not the plural form (ਤੁਸੀਂ).

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LC–1 attend to form (continued)		GRADE 5
LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: **Nouns** • singular and plural ਤਵਾ (singular/masculine) ਤਵੀ (singular/feminine) • adjective agreement (singular) ਪੀਲਾ ਕੇਲਾ **Pronouns** • demonstrative ਏਹ, ਉਹ (oral) ਏਸ, ਉਸ (written) • personal (singular) ਮੈਂ, ਤੂੰ (ਤੁਸੀਂ), ਏਹ **Verbs** • imperative ਚੁੱਪ ਕਰੋ। ਮੇਰੇ ਵੱਲ ਵੇਖੋ। ਰੌਲਾ ਨਾਂ ਪਾਓ। • present tense (singular) ਮੈਂ ਖੇਡਦਾ ਹਾਂ। ਤੂੰ ਖੇਡਦਾ ਹੈਂ। ਉਹ ਖੇਡਦਾ ਹੈ। **Adverbs** • time (date) ਅੱਜ, ਕੱਲ, ਪਰਸੋਂ • adverbs of affirmation and negation ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।) • ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।) **Adjectives** • numbers ਪੰਜ ਕਤਾਬਾਂ, ਇੱਕ ਦਨ ਡੇਢ, ਢਾਅ, ਦਸਮਾ ਹੱਸਾ, ਦਸਮੇ ਥਾਂ	**NOTES:**

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

LC–2 interpret and produce oral texts		GRADE 5
LC–2.1 listening	a. understand short, simple oral texts in guided situations	**NOTES:**
LC–2.2 speaking	a. produce simple oral sentences in guided situations	

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LC–2 interpret and produce oral texts (continued)		GRADE 5
LC–2.3 interactive fluency	a. engage in simple interactions, using simple sentences	NOTES:
LC–3 interpret and produce written and visual texts		**GRADE 5**
LC–3.1 reading	a. understand short, simple written phrases in guided situations	NOTES:
LC–3.2 written production	a. produce simple written phrases in guided situations	
LC–3.3 viewing	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	
LC–3.4 representing	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	
LC–4 apply knowledge of the sociocultural context		**GRADE 5**
LC–4.1 register	a. distinguish between formal and informal situations b. recognize that some topics, words or intonations are inappropriate in certain contexts	NOTES:
LC–4.2 idiomatic expressions	a. recognize and understand some simple idiomatic expressions, with guidance	
LC–4.3 variations in language	a. acknowledge and accept individual differences in speech	
LC–4.4 social conventions	a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered	

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LC–4 apply knowledge of the sociocultural context (continued)		GRADE 5
LC–4.5 nonverbal communication	a. experiment with using some simple nonverbal means of communication b. recognize some nonverbal behaviours that are considered impolite	**NOTES:**
LC–5 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 5**
LC–5.1 cohesion/ coherence	a. sequence elements of a simple story, process or series of events b. link words or groups of words in simple ways	**NOTES:**
LC–5.2 text forms	a. recognize some simple oral and written text forms	
LC–5.3 patterns of social interaction	a. initiate interactions and respond using simple social interaction patterns	
GC–1 historical and contemporary elements of Punjabi culture		**GRADE 5**
GC–1.1 accessing/analyzing cultural knowledge	a. make observations of Punjabi culture b. seek out information about Punjabi culture from a variety of Punjabi sources	**NOTES:**
GC–1.2 knowledge of Punjabi culture	a. participate in activities and experiences that reflect elements of Punjabi culture	
GC–1.3 applying cultural knowledge	a. identify elements of Punjabi culture in the school and community	

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GC–1 historical and contemporary elements of Punjabi culture (continued)		GRADE 5
GC–1.4 diversity within Punjabi culture	a. identify some elements that reflect diversity within Punjabi culture	**NOTES:**
GC–1.5 valuing Punjabi culture	a. participate in cultural activities and experiences	
GC–2 affirming diversity		**GRADE 5**
GC–2.1 awareness of first language	a. identify similarities between their first language and Punjabi	**NOTES:**
GC–2.2 general language knowledge	a. identify differences and similarities among writing systems from different languages within their personal experience b. describe ways that languages can be taught and learned	
GC–2.3 awareness of own culture	a. recognize similarities between their own culture and other cultures	
GC–2.4 general cultural knowledge	a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community b. recognize that culture is expressed through a variety of forms	
GC–2.5 valuing diversity	a. engage in activities that reflect other ways of doing things or other perspectives	

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GC–2 affirming diversity (continued)		GRADE 5
GC–2.6 intercultural skills	a. listen respectfully to the opinions of others b. engage in new relationships	**NOTES:**
GC–3 personal and career opportunities		**GRADE 5**
GC–3.1 Punjabi language and culture	a. identify some personal uses they have made of their knowledge of Punjabi language and culture	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. identify some personal uses they have made of their knowledge of different languages and cultures	
S–1 language learning		**GRADE 5**
S–1.1 cognitive	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning	
S–1.3 social/affective	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning	

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S–2	language use	GRADE 5
S–2.1 interactive	a. use a variety of simple interactive strategies, with guidance	**NOTES:**
S–2.2 interpretive	a. use a variety of simple interpretive strategies, with guidance	
S–2.3 productive	a. use a variety of simple productive strategies, with guidance	
S–3	**general learning**	**GRADE 5**
S–3.1 cognitive	a. use a variety of simple cognitive strategies, with guidance, to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. use a variety of simple metacognitive strategies, with guidance, to enhance general learning	
S–3.3 social/ affective	a. use a variety of simple social and affective strategies, with guidance, to enhance general learning	

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GRADE 6

A–1 to impart and receive information		GRADE 6
A–1.1 share factual information	a. describe people, places and things b. describe series or sequences of events or actions	**NOTES:**
A–2 to express emotions and personal perspectives		**GRADE 6**
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about, and express, likes and dislikes b. record and share thoughts and ideas with others	**NOTES:**
A–2.2 share emotions, feelings	a. inquire about, record and share personal experiences involving an emotion or feeling	
A–3 to get things done		**GRADE 6**
A–3.1 guide actions of others	a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions	**NOTES:**
A–3.2 state personal actions	a. make an offer and an invitation and respond to offers and invitations made by others b. inquire about, and express, ability and inability to do something	

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A–3 to get things done (continued)		GRADE 6
A–3.3 manage group actions	a. encourage other group members to act appropriately b. assume a variety of roles and responsibilities as group members c. negotiate in a simple way with peers in small-group tasks d. offer to explain or clarify	**NOTES:**
A–4 to form, maintain and change interpersonal relationships		**GRADE 6**
A–4.1 manage personal relationships	a. talk about themselves and respond to the talk of others by showing attention and interest b. make and break social engagements	**NOTES:**
A–5 to extend their knowledge of the world		**GRADE 6**
A–5.1 discover and explore	a. explore classification systems and criteria for categories b. discuss relationships and patterns	**NOTES:**
A–5.2 gather and organize information	a. compare and contrast items in simple ways b. record observations	
A–5.3 solve problems	a. participate in problem-solving situations	
A–5.4 explore opinions and values	a. make connections between behaviour and values b. recognize differences of opinion	

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A–6 for imaginative purposes and personal enjoyment		GRADE 6
A–6.1 humour/ fun	a. use the language for fun and to interpret simple humour	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	
A–6.3 personal enjoyment	a. use the language for personal enjoyment	
LC–1 attend to form		**GRADE 6**
LC–1.1 phonology	a. recognize some critical sound distinctions that are important for meaning b. recognize some of the effects that intonation and stress have in different situations	**NOTES:**
LC–1.2 orthography	a. recognize and name all vowel symbols	
LC–1.3 lexicon	a. use a range of words and phrases in familiar contexts, within a variety of lexical fields, including: • friends • sports/leisure • emotions/feelings • any other lexical fields that meet their needs and interests	

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LC–1 **attend to form** (continued)		GRADE 6
LC–1.4 grammatical elements	a. recognize and use, in modelled situations,[1] the following grammatical elements: **Nouns** • adjective agreement (plural) ਛੋਟੇ ਮੁੰਡੇ. ਛੋਟੀਆਂ ਕੁੜੀਆਂ (informal/oral) ਛੋਟੀਆਂ ਲੜਕੀਆਂ (formal/oral/written) **Verbs** • past tense (singular) ਮੈਂ ਰੋਟੀ ਖਾਧੀ ਸੀ। • past tense (plural) ਘੋੜੇ ਦੌੜਦੇ ਸਨ। **Adverbs** • manners ਹੌਲੀ ਬੋਲੋ। ਛੇਤੀ ਕਰੋ।	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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LC–1 attend to form (continued)		GRADE 6
LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: **Pronouns** • personal (plural) ਅਸੀਂ, ਤੁਸੀਂ, ਉਹ • interrogative ਕੌਣ?, ਕੀ?, ਕੱਥੇ? • possessive ਮੇਰਾ, ਮੇਰੀ; ਤੇਰਾ, ਤੇਰੀ **Conjunctions** • ਤੇ (ਅਤੇ), ਕ, ਜਾਂ **Nouns** • singular and plural ਤਵਾ (singular/masculine) ਤਵੀ (singular/feminine) **Verbs** • future tense ਮੈਂ ਜਾਵਾਂਗੀ। ਉਹ ਜਾਵੇਗਾ। • imperative ਚੁੱਪ ਕਰੋ।, ਮੇਰੇ ਵੱਲ ਵੇਖੋ।, ਰੌਲਾ ਨਾਂ ਪਾਓ। • present tense (singular) ਮੈਂ ਖੇਡਦਾ ਹਾਂ। ਤੂੰ ਖੇਡਦਾ ਹੈਂ। ਉਹ ਖੇਡਦਾ ਹੈ। • present tense (plural) • ਅਸੀਂ ਰੋਟੀ ਖਾਂਦੇ ਹਾਂ। **Adverbs** • time (date) ਅੱਜ, ਕੱਲ, ਪਰਸੋਂ • place ਹੇਠਾਂ, ਉੱਪਰ, ਅੰਦਰ, ਬਾਹਰ **Postpositions** • ਅੰਦਰ, ਬਾਹਰ, ਉੱਪਰ, ਨਾਲ, ਵੱਚ	**NOTES:**

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Note: In Punjabi a preposition is referred to as a postposition, the term governing a noun or pronoun that appears after the noun or pronoun, rather than before (e.g., ਰਸੋਈ ਘਰ ਦੇ ਅੰਦਰ ਹੈ।).

The example in personal singular pronouns ਤੂੰ is followed by the word (ਤੁਸੀਂ) expressing a form of respect, not the plural form (ਤੁਸੀਂ).

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LC–1 attend to form (continued)		GRADE 6
LC–1.4 grammatical elements	c. use, independently and consistently,[3] the following grammatical elements: **Nouns** • adjective agreement (singular) ਪੀਲਾ ਕੋਲਾ **Pronouns** • demonstrative ਏਹ, ਉਹ (oral) ਇਸ, ਉਸ (written) **Adverbs** • adverbs of affirmation and negation ਹਾਂ ਜੀ। (ਜੀ ਹਾਂ।) ਨਹੀਂ ਜੀ। (ਜੀ ਨਹੀਂ।) **Adjectives** • numbers ਪੰਜ ਕਤਾਬਾਂ, ਇੱਕ ਦਨ ਡੇਢ, ਦਾਅੀ, ਦਸਮਾ ਹੱਸਾ, ਦਸਮੇ ਥਾਂ **Pronouns** • personal (singular) ਮੈਂ, ਤੂੰ (ਤੁਸੀਂ), ਏਹ	**NOTES:**

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–2 interpret and produce oral texts		GRADE 6
LC–2.1 listening	a. understand short, simple oral texts in guided and unguided situations	**NOTES:**
LC–2.2 speaking	a. produce short, simple oral texts in guided situations	
LC–2.3 interactive fluency	a. engage in simple interactions	

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LC–3 interpret and produce written and visual texts		GRADE 6
LC–3.1 reading	a. understand short, simple written sentences in guided situations	**NOTES:**
LC–3.2 written production	a. produce short, simple written sentences in guided situations	
LC–3.3 viewing	a. derive meaning from the visual elements of a variety of media in guided situations	
LC–3.4 representing	a. express meaning through the use of visual elements in a variety of media, in guided situations	
LC–4 apply knowledge of the sociocultural context		**GRADE 6**
LC–4.1 register	a. experiment with, and use, informal language in familiar contexts	**NOTES:**
LC–4.2 idiomatic expressions	a. recognize, understand and use some simple idiomatic expressions, with guidance	
LC–4.3 variations in language	a. experience a variety of accents, variations in speech and regional variations in Punjabi	
LC–4.4 social conventions	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in informal conversation	
LC–4.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	

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LC–5 apply knowledge of how discourse is organized, structured and sequenced		GRADE 6
LC–5.1 cohesion/ coherence	a. link several sentences coherently b. use common conventions to structure texts	**NOTES:**
LC–5.2 text forms	a. use some simple text forms in their own productions	
LC–5.3 patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking	
GC–1 historical and contemporary elements of Punjabi culture		**GRADE 6**
GC–1.1 accessing/analyzing cultural knowledge	a. compare some elements of Punjabi culture with their own	**NOTES:**
GC–1.2 knowledge of Punjabi culture	a. explore and identify some elements of Punjabi culture b. explore and identify some things they have in common with people their own age who live in the Punjabi culture	
GC–1.3 applying cultural knowledge	a. identify similarities and differences between Punjabi culture and their own culture b. apply knowledge to interpret similarities and differences between Punjabi culture and their own culture	

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GC–1 historical and contemporary elements of Punjabi culture (continued)		GRADE 6
GC–1.4 diversity within Punjabi culture	a. identify similarities and differences among diverse groups within Punjabi culture b. apply knowledge of Punjabi culture to interpret similarities and differences among diverse groups within the culture	**NOTES:**
GC–1.5 valuing Punjabi culture	a. identify similarities between themselves and people of the Punjabi culture b. express an interest in finding out about people their own age who speak Punjabi	
GC–2 affirming diversity		**GRADE 6**
GC–2.1 awareness of first language	a. identify similarities and differences between their first language and Punjabi	**NOTES:**
GC–2.2 general language knowledge	a. recognize that in any language there are different words for the same thing	
GC–2.3 awareness of own culture	a. recognize and identify similarities and differences between their own culture and other cultures	
GC–2.4 general cultural knowledge	a. recognize that speakers of the same language may come from different cultural backgrounds b. recognize some of the factors that affect the culture of a particular region	

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GC–2 affirming diversity (continued)		GRADE 6
GC–2.5 valuing diversity	a. engage in activities that reflect other ways of doing things or other perspectives b. recognize the limitations of adopting a single perspective	**NOTES:**
GC–2.6 intercultural skills	a. reflect on their actions and the consequences of their actions for others	
GC–3 personal and career opportunities		**GRADE 6**
GC–3.1 Punjabi language and culture	a. identify some careers for which knowledge of Punjabi language and culture is useful b. identify some places that they could visit where Punjabi is spoken	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. identify some careers for which knowledge of different languages and cultures is useful b. identify some places where there is significant linguistic and cultural diversity	
S–1 language learning		**GRADE 6**
S–1.1 cognitive	a. identify and use a variety of cognitive strategies, with guidance, to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies, with guidance, to enhance language learning	
S–1.3 social/ affective	a. identify and use a variety of social and affective strategies, with guidance, to enhance language learning	

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S–2 language use		GRADE 6
S–2.1 interactive	a. identify and use a variety of interactive strategies, with guidance	**NOTES:**
S–2.2 interpretive	a. identify and use a variety of interpretive strategies, with guidance	
S–2.3 productive	a. identify and use a variety of productive strategies, with guidance	
S–3 general learning		**GRADE 6**
S–3.1 cognitive	a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies, with guidance, to enhance general learning	
S–3.3 social/affective	a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning	

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Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list should not be considered mandatory or exhaustive.

ਵਿਸ਼ੇਸ਼ਣ	Adjectives
ਵੱਡਾ/ਵੱਡੀ	big
ਛੋਟਾ/ਛੋਟੀ	short
ਥੋੜ੍ਹਾ/ਥੋੜ੍ਹੀ/ਕੁਝ	small/little
ਲੰਮਾ/ਲੰਮੀ	tall
ਜਾਨਵਰ	**Animals**
ਰੱਛ	bear
ਬੀਵਰ	beaver
ਜੰਗਲੀ ਸਾਨ੍ਹ/ਮੱਝ	bison/buffalo
ਕੈ ਰਬੂ	caribou
ਬੱਲੀ	cat
ਚਪਮੰਕ	chipmunk
ਗਊ	cow
ਕੋ ਏਉ ਟ	coyote
ਹਰਨ	deer
ਕੁੱਤਾ	dog
ਬੱਤਖ	duck
ਬਾਰਾਂ ਸੰਗਾ	elk/wapiti
ਲੂੰਬੜ	fox
ਬੱਕਰਾ	goat
ਹੰਸ	goose
ਕੁਕੜੀ	hen
ਘੋੜਾ	horse
ਬੱਬਰ ਸ਼ੇਰ	lion
ਪਹਾੜੀ ਚੂਹਾ	marmot
ਬਾਂਦਰ	monkey

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ਜਾਨਵਰ (ਜਾਰੀ)	**Animals** (continued)
ਮੂਸ	moose
ਪਹਾੜੀ ਬੱਕਰਾ	mountain goat
ਚੂਹਾ	mouse
ਓਰਕਾ	orca
ਔਟਰ	otter
ਤੋਤਾ	parrot
ਮੋਰ	peacock
ਸੂਰ	pig
ਪੋਰਕੂਪਾਈਨ	porcupine
ਪਊਮਾ	puma
ਖਰਗੋਸ਼	rabbit
ਰਕੂਨ	raccoon
ਕੁੱਕੜ	rooster
ਸੀਲ	seal
ਭੇਡ	sheep
ਸਕੰਕ	skunk
ਗ ਲਹਰੀ	squirrel
ਟਰਕੀ	turkey
ਵਾਲਰਸ	walrus
ਭੇੜੀਆ	wolf
ਸਰੀਰ ਦੇ ਭਾਗ	**Body Parts**
ਗੱਟਾ	ankle
ਬਾਂਹ	arm
ਪੱਠ	back
ਛਾਤੀ	breast
ਪੱਛਾ	buttocks
ਗੱਲ	cheek
ਠੋਡੀ	chin
ਕੰਨ	ear

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ਸਰੀਰ ਦੇ ਭਾਗ (ਜਾਰੀ)	**Body Parts** (continued)
ਕੂਹਣੀ / ਅਰਕ	elbow
ਭਰਵੱਟੇ	eyebrow
ਝੰਮਣੀ	eyelash
ਅੱਖਾਂ	eyes
ਚਹਰਾ	face
ਉਂਗਲ	finger
ਉਂਗਲੀ ਦਾ ਨੰਹੁ	fingernail
ਪੈਰ	foot
ਮੱਥਾ	forehead
ਵਾਲ	hair
ਹੱਥ	hand
ਸਰ	head
ਅੱਡੀ	heel
ਕੁੱਲ੍ਹਾ	hips
ਗੋਡਾ	knee
ਲੱਤ	leg
ਬੁੱਲ	lips
ਮੂੰਹ	mouth
ਗਰਦਨ	neck
ਨੱਕ	nose
ਗੋਡੇ ਤੋਂ ਹੇਠਾਂ ਲੱਤ ਦੀ ਹੱਡੀ	shin
ਮੋਢਾ	shoulder
ਦੰਦ	teeth
ਅੰਗੂਠਾ	thumb
ਪੈਰ ਦੀ ਉਂਗਲ	toe
ਧੱੜ	torso
ਧੱੜ	trunk
ਗੁੱਟ	wrist

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ਕੈਲੰਡਰ	Calendar
ਮਹੀਨੇ	**Months**
ਜਨਵਰੀ	January
ਫ਼ਰਵਰੀ	February
ਮਾਰਚ	March
ਅਪ੍ਰੈਲ	April
ਮਈ	May
ਜੂਨ	June
ਜੁਲਾਈ	July
ਅਗਸਤ	August
ਸਤੰਬਰ	September
ਅਕਤੂਬਰ	October
ਨਵੰਬਰ	November
ਦਸੰਬਰ	December
ਹਫ਼ਤੇ ਦੇ ਦਿਨ	**Days of the Week**
ਐਤਵਾਰ	Sunday
ਸੋਮਵਾਰ	Monday
ਮੰਗਲਵਾਰ	Tuesday
ਬੁੱਧਵਾਰ	Wednesday
ਵੀਰਵਾਰ	Thursday
ਸ਼ੁਕਰਵਾਰ	Friday
ਸ ਨੱਚਰਵਾਰ	Saturday
ਰੁੱਤਾਂ	**Seasons**
ਸਰਦੀ	winter
ਬਸੰਤ	spring
ਗਰਮੀ	summer
ਪੱਤਝੜ	autumn/fall

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ਜਮਾਤ ਦਾ ਕਮਰਾ	Classroom
ਜਲ-ਜੀਵਸ਼ਾਲਾ	aquarium
ਐਟਲਸ	atlas
ਬਲੈਕ ਬੋਰਡ	blackboard
ਕਤਾਬ	book
ਕੈਲਕੂਲੇਟਰ	calculator
ਕੁਰਸੀ	chair
ਚਾਕ	chalk
ਦੀਵਾਰ ਘੜੀ, ਵੱਡੀ ਘੜੀ	clock
ਕੁੰਡੀ / ਕੱਲੀ	coat hooks
ਕੰ ਪਊਟਰ	computer
ਅਲਮਾਰੀਆਂ	cupboards
ਡੈਸਕ	desk
ਸ਼ਬਦਕੋਸ਼	dictionary
ਮਟਾਉਣ ਵਾਲੀ ਰਬੜ	eraser
ਗਲੋਬ	globe
ਗੂੰਦ	glue
ਲੌਕਰ	locker
ਖਾਣੇ ਦਾ ਡੱਬਾ	lunch box
ਮਾਰਕਰਜ਼	markers
ਕਾਪੀ	notebook
ਕਲਮ	pen
ਪੈਨਸਲ	pencil
ਪੈਨਸਲ ਕੇਸ	pencil case
ਪੈਨਸਲ ਸ਼ਾਰਪਨਰ	pencil sharpener
ਫੁੱਟਾ	ruler
ਕੈਂਚੀ	scissors
ਸ਼ੈਲਫ਼	shelf
ਸੰਕ	sink
ਵ ਦਆਰਥੀ	student
ਵ ਦਆਰਥੀ ਦਾ ਡੈਸਕ	student desk
ਟੇਪ ਰਕਾਰਡਰ	tape recorder
ਅ ਧਆਪਕ	teacher (male)

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ਜਮਾਤ ਦਾ ਕਮਰਾ (ਜਾਰੀ)	**Classroom** (continued)
ਅ ਧਆਪਕਾ	teacher (female)
ਟੈਲੀਵੀਯਨ	television
ਵੀ ਸੀ ਆਰ	VCR
ਰੱਦੀ ਦੀ ਟੋਕਰੀ	wastebasket
ਬਾਰੀਆਂ	windows
ਦੁਨੀਆ ਦਾ ਨਕਸ਼ਾ	world map
ਕਪੜੇ	**Clothing**
ਐਚਕਨ	achkan (male outfit)
ਬੈਕਪੈਕ	backpack
ਤਰਨ ਪੁਸ਼ਾਕ	bathing suit
ਪੇਟੀ	belt
ਬਲਾਊਜ਼	blouse
ਬੂਟ	boots
ਟੋਪੀ	cap/hat
ਕੋਟ	coat
ਕੋਟ, ਜੈਕਟ, ਬਲੇਜ਼ਰ	coat, jacket, blazer
ਪੁਸ਼ਾਕ	dress
ਐਨਕ	glasses
ਟੋਪ	hat
ਚੋਗਾ/ਹਾਊਸਕੋਟ	housecoat
ਜੈਕਟ	jacket
ਜੀਨਜ਼	jeans
ਜੋ ਗੰਗ ਸੂਟ	jogging suit
ਲ ਹੰਗਾ	lehnga (female outfit)
ਦਸਤਾਨੇ	mittens and gloves
ਵੱਡਾ ਕੋਟ	overcoat, topcoat
ਪੈਂਟਸ	pants
ਜੇਬ	pocket
ਬਟੂਆ/ਪਰਸ	purse

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ਕਪੜੇ (ਜਾਰੀ)	**Clothing** (continued)
ਪਜਾਮਾ	pyjamas
ਬਰਸਾਤੀ/ਰੇਨਕੋਟ	raincoat
ਸਲਵਾਰ-ਕਮੀਜ਼	salvar kameez (female outfit)
ਸੈਂਡਲ	sandals
ਸਾੜੀ	sari (female outfit)
ਗੁਲੂਬੰਦ/ਰੁਮਾਲ/ਦੁਪੱਟਾ/ਚੁੰਨੀ	scarf
ਕਮੀਜ਼	shirt
ਜੁੱਤੀ	shoes
ਕੱਛਾ	shorts
ਘਗਰੀ/ਲ ਹੰਗਾ	ski suit and touque
ਸਕੀਅ ਸੂਟ ਤੇ ਟੋਪੀ	skirt
ਸਲੀਪਰ	slippers
ਬੂਟ/ਰਨਰਜ਼	sneakers/runners
ਸਨੋ ਬੂਟ	snow boots
ਜੁਰਾਬਾਂ	socks
ਸੂਟ	suit
ਸਵੈਟਰ	sweater
ਅੱਧੀ ਬਾਂਹ ਵਾਲੀ ਕਮੀਜ਼	T-shirt
ਟਾਈ	tie
ਪੱਗ	turban
ਛਤਰੀ	umbrella
ਕੱਛਾ, ਬੁਨੈਣ	underwear
ਬਟੂਆ / ਵਾਲੈਟ	wallet
ਹੱਥ ਘੜੀ	watch
ਜਜ਼ਬੇ ਤੇ ਹਾਵ-ਭਾਵ (ਜਾਰੀ)	**Emotions and Feelings**
ਸ਼ਾਂਤ	calm
ਹੁ ਸ਼ਿਆਰ	clever
ਸਾਹ ਸ	courageous
ਉਤਸੁਕ	curious
ਸ਼ਰਮਸਾਰ ਹੋਣਾ	embarrassed

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ਜਜ਼ਬੇ ਤੇ ਹਾਵ-ਭਾਵ	**Emotions and Feelings** (continued)
ਉਤੇ ਜਤ ਹੋਣਾ	excited
ਖੁਸ਼	happy
ਇਕੱਲਾ/ ਇਕੱਲੀ	lonely
ਗੁੱਸਾ/ਪਾਗਲ	mad
ਉਦਾਸ	sad
ਡਰ ਜਾਣਾ	scared
ਹੈਰਾਨ ਹੋਣਾ	surprised
ਥੱਕ ਜਾਣਾ	tired
ਸਆਣਾ	wise
ਪਰੇਸ਼ਾਨ	worried
ਪਰਿਵਾਰ	**Family**
ਮਾਮੀ/ਮਾਸੀ	aunt (maternal)
ਚਾਚੀ/ਤਾਈ/ਭੂਆ	aunt (paternal)
ਭਰਾ/ਵੀਰ	brother
ਧੀ/ਬੇਟੀ	daughter
ਪਉ	father
ਮਾਮਾ/ਮਾਸੀ ਦੀ ਬੇਟੀ / ਭੈਣ ਜੀ	female cousin (maternal)
ਚਾਚਾ/ਤਾ ਏਆ/ਭੂਆ ਦੀ ਬੇਟੀ / ਭੈਣ ਜੀ	female cousin (paternal)
ਦੋਹਤਰੀ	granddaughter(maternal)
ਪੋਤਰੀ	granddaughter (paternal)
ਨਾਨਾ	grandfather (maternal)
ਦਾਦਾ	grandfather (paternal)
ਨਾਨੀ	grandmother (maternal)
ਦਾਦੀ	grandmother (paternal)
ਪੋਤਰਾ	grandson (maternal)
ਦੋਹਤਰਾ	grandson (paternal)
ਮਾਮਾ/ਮਾਸੀ ਦਾ ਬੇਟਾ / ਵੀਰ ਜੀ / ਭਰਾ	male cousin (maternal)
ਚਾਚਾ/ਤਾ ਏਆ/ਭੂਆ ਦਾ ਬੇਟਾ / ਵੀਰ ਜੀ / ਭਰਾ	male cousin (paternal)
ਮਾਂ	mother

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ਪਰਿਵਾਰ (ਜਾਰੀ)	**Family** (continued)
ਭਾਣਜਾ	nephew (maternal)
ਭਤੀਜਾ	nephew (paternal)
ਭਾਣਜੀ	niece (maternal)
ਭਤੀਜੀ	niece (paternal)
ਭੈਣ	sister
ਪੁੱਤਰ/ਬੇਟਾ	son
ਮਾਮਾ/ਮਾਸੜ	uncle (maternal)
ਚਾਚਾ/ਤਾ ਏਆ/ਫੁੱਫੜ	uncle (paternal)
ਖੁਰਾਕ	**Food**
ਸੇਬ	apple
ਬੇਰ	baer (a kind of berry)
ਕੇਲਾ	banana
ਬਰਫ਼ੀ	barfee (dessert)
ਕਰੇਲਾ	bitter gourd
ਡਬਲਰੋਟੀ	bread
ਮੱਖਣ	butter
ਕੇਕ	cake
ਗਾਜਰ	carrot
ਗੋਭੀ	cauliflower
ਸੀਰੀਅਲ	cereals
ਪਨੀਰ	cheese
ਮੁਰਗੀ	chicken
ਛੋਲੇ-ਭਟੂਰੇ	cholae-pathuray (chick peas and Naan bread)
ਕੌਫ਼ੀ	coffee
ਮੱਕੀ	corn
ਖਜੂਰਾਂ	dates
ਖਾਣੇ ਪੱਛੋਂ ਮੱਠੀ ਚੀਜ਼/ ਮੱਠਾ	desserts
ਆਂਡੇ	eggs
ਮੱਛੀ	fish

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ਖੁਰਾਕ (ਜਾਰੀ)	**Food** (continued)
ਤਲੇ ਆਲੂ/ਫ਼ਰਾਈਜ਼	French fries
ਫਲ.	fruits
ਗਜਰੇਲਾ	ghajrela (dessert)
ਅੰਗੂਰ	grapes
ਅਮਰੂਦ	guava
ਗੁਲਾਬ ਜਾਮੁਨ	gulab jamun (dessert)
ਸੂਰ ਦਾ ਮਾਸ/ਹੈਮ	ham
ਆਈਸ ਕਰੀਮ	ice cream
ਜਲੇਬੀ	jalebee (dessert)
ਲੱਡੂ	ladoo (dessert)
ਦਾਲ	lentils
ਮਾਲਟਾ	malta (similar to an orange)
ਅੰਬ	mango
ਮੱਠੀ/ਮਟਰੀ	mathi/matree (chip)
ਮਾਸ/ਮੀਟ	meat
ਦੁੱਧ	milk
ਭੰਡੀ	okra
ਸੰਤਰਾ	orange
ਸੰਤਰੇ ਦਾ ਰਸ/ਜੂਸ	orange juice
ਆੜੂ	peach
ਮਟਰ	peas
ਅਨਾਨਾਸ	pineapple
ਆਲੂ	potato
ਆਲੂ ਦੇ ਪਤਲੇ ਟੁਕੜੇ/ਪਟੇਟੋ ਚਪਸ	potato chips
ਪਰੌਂਠੇ	pronthay
ਪੂਰੀ	puri (fried bread)
ਰੋਟੀ	roti (bread)
ਲੂਣ ਤੇ ਕਾਲੀ ਮਰਚ	salt and pepper
ਸਮੋਸਾ	samosa
ਸੈਂਡ ਵਚ	sandwich
ਚੀਕੂ	sapodilla (fruit)

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ਖੁਰਾਕ (ਜਾਰੀ)	**Food** (continued)
ਸਾਸੇਜ	sausage
ਪਾਲਕ	spinach
ਘੀਆ ਤੋਰੀ	squash
ਸਟੇਕ	steak
ਸਟਰਾਬਰੀ	strawberry
ਚਾਹ	tea
ਟਮਾਟਰ	tomato
ਸਬਜ਼ੀਆਂ	vegetable spinach entrée
ਸਾਗ	vegetables
ਦਹੀਂ	yogurt
ਸਕੂਲ	**School**
ਬੈਕਪੈਕ	backpack
ਕਤਾਬ/ਪੁਸਤਕ	book
ਜਮਾਤ ਦਾ ਕਮਰਾ	classroom
ਵੱਡੀ ਘੜੀ	clock
ਰੰਗੀਨ ਪੈਨਸਲ	coloured pencils
ਰੰਗਦਾਰ ਮੋਮੀ ਚਾਕ/ਕਰੇਆਨ	crayon
ਦਰਵਾਜ਼ਾ	door
ਮਟਾਉਣ ਵਾਲੀ ਰਬੜ	eraser
ਫ਼ਾਈਲ ਫ਼ੋਲਡਰ	file folder
ਫ਼ਾਈਲਾਂ ਰੱਖਣ ਵਾਲੀ ਅਲਮਾਰੀ	filing cabinet
ਝੰਡਾ	flag
ਕੂੜੇ ਦਾ ਡੱਬਾ	garbage can/bin
ਗੂੰਦ	glue
ਜਮਨੇਜ਼ੀਅਮ	gymnasium
ਹਾਲਵੇ/ਕੌਰੀਡੋਰ	hallway/corridor
ਪੁਸਤਕਾਲਾ/ਲਾ ਏਬ੍ਰੇਰੀ	library
ਨਕਸ਼ਾ	map
ਮਾਰਕਰ/ਹਾਈਲਾਈਟਰ	marker/highlighter
ਸੰਗੀਤ ਕਮਰਾ	music room

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ਸਕੂਲ (ਜਾਰੀ)	**School** (continued)
ਕਾਪੀ	notebook
ਦਫ਼ਤਰ	office
ਕਾਗਜ਼	paper
ਪੈਨਸਲ ਕੇਸ	pencil case
ਪੈਨਸਲ ਘੜਨ ਵਾਲਾ	pencil sharpener
ਇਸ਼ ਤਹਾਰ	poster
ਕੈਂਚੀ	scissors
ਅਲਮਾਰੀ ਦਾ ਖਾਨਾ/ਸ਼ੈਲਫ਼	shelf
ਵ ਦਆਰਥੀ	student
ਵ ਦਆਰਥੀ ਦਾ ਡੈਸਕ	student desk
ਮੇਜ਼	table
ਗੁਸਲਖਾਨਾ /ਵਾਸ਼ਰੂਮ	washroom/bathroom
ਬਾਰੀ / ਖੜਕੀ	window
ਖੇਡਾਂ ਤੇ ਮਨ ਪਰਚਾਵਾ	**Sports and Entertainment**
ਚੱੜੀ ਛੱਕਾ	badminton
ਬੇਸ ਬਾਲ	baseball
ਬਾਸਕਟ ਬਾਲ	basketball
ਭੰਗੜਾ	bhangra (dancing)
ਸਾਈਕਲ ਚਲਾਉਣਾ	biking
ਬੋਰਡ ਗੇਮਜ਼	board games
ਕਾਰਡ ਗੇਮਜ਼	card games
ਨਾਚ ਕਲਾ	dancing
ਫ਼ੁੱਟ ਬਾਲ	football
ਮਨ ਪਰਚਾਵੇ ਲਈ ਪੜ੍ਹਨਾ	fun reading
ਜਮਨੈਸ ਟਕਸ	gymnastics
ਹਾਕੀ	hockey
ਘੋੜ ਸਵਾਰੀ	horseback riding
ਜੰਗੀ ਕਲਾ	martial arts
ਸਾਜ਼ ਵਜਾਉਣਾ	playing an instrument
ਰੋਲਰ ਬਲੇ ਡੰਗ	rollerblading

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ਖੇਡਾਂ ਤੇ ਮਨ ਪਰਚਾਵਾ (ਜਾਰੀ)	**Sports and Entertainment** (continued)
ਸਕੇ ਟਿੰਗ	skating
ਸਕੀਅਿੰਗ	skiing
ਫ਼ੁੱਟ ਬਾਲ ਦੀ ਖੇਡ/ਸਾਕਰ	soccer
ਤਰਨਾ	swimming
ਟੈ ਨਸ	tennis
ਦੌੜ ਭੱਜ	track & field
ਵੀਡੀਓ ਗੇਮਜ਼	video games
ਵੋਲੀਬਾਲ	volleyball
ਦਿਨ ਦਾ ਸਮਾਂ	**Time of Day**
ਦੁ ਪਹਰ ਬਾਦ/ਸ਼ਾਮ	afternoon/evening
ਸਵੇਰ	morning
ਰਾਤ/ਰਾਤ ਦਾ ਸਮਾਂ	night/nighttime
ਦੁ ਪਹਰ	noon
ਮੌਸਮ	**Weather**
ਬੱਦਲਵਾਈ/ਧੁੰਦ ਹੈ	It is cloudy/foggy
ਸਰਦੀ ਹੈ	It is cold
ਗਰਮੀ ਹੈ	It is hot
ਮੌਸਮ ਸੁਹਾਵਣਾ ਹੈ	It is nice/It is good weather
ਮੌਸਮ ਖਰਾਬ ਹੈ	It is not nice/It is bad weather
ਮੀਂਹ ਪੈ ਰਹਾ ਹੈ	It is raining
ਬਰਫ਼ ਪੈ ਰਹੀ ਹੈ	It is snowing
ਧੁੱਪ ਨਕਲੀ ਹੈ	It is sunny
ਬੱਦਲ ਗਰਜ ਰਹਾ ਹੈ	It is thundering
ਬਹੁਤ ਸਰਦੀ ਹੈ	It is very cold
ਬਹੁਤ ਗਰਮੀ ਹੈ	It is very hot
ਹਵਾ ਵਗ ਰਹੀ ਹੈ	It is windy

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ਕਿਰਿਆ	Verbs
(ਕੁੱਝ) ਪੁੱਛਣਾ	to ask (for something)
ਖਰੀਦਣਾ	to buy
ਬੁਲਾਉਣਾ/ ਇਸ਼ਾਰੇ ਨਾਲ ਸੱਦਣਾ	to call/to beckon
ਚੁਣਨਾ	to choose
ਕੁਝ ਬੰਦ ਕਰਨਾ	to close something
ਗਣਨਾ/ਦੱਸਣਾ	to count/to tell
ਰੋਣਾ	to cry
ਕੱਟਣਾ	to cut
ਨੱਚਣਾ	to dance
ਕਰਨਾ, ਬਨਾਉਣਾ	to do, to make
ਵਾਹੁਣਾ	to draw
ਪੀਣਾ	to drink
ਖਾਣਾ	to eat
ਅੰਦਰ ਆਉਣਾ (ਜਵੇਂ ਕਮਰੇ ਵੱਚ)	to enter (i.e., a room)
ਡਗਣਾ	to fall
ਲੱਭਣਾ	to find
ਉੱਠਣਾ/ਉੱਠ ਖਲੋਣਾ	to get up/to arise
ਦੇਣਾ	to give
ਜਾਣਾ	to go
ਹੇਠਾਂ ਉਤਰਨਾ (ਜਵੇਂ, ਪੌੜੀਆਂ ਤੋਂ)	to go down (e.g., stairs)
ਬਾਹਰ ਜਾਣਾ (ਜਵੇਂ, ਕਮਰੇ ਵਚੋਂ)	to go out (e.g., of a room)
ਉਪਰ ਚੜ੍ਹਣਾ (ਜਵੇਂ, ਪੌੜੀਆਂ ਤੋਂ)	to go up (e.g., stairs)
ਕੁੱਦਣਾ / ਟੱਪਣਾ	to jump
ਸੱਖਣਾ	to learn
ਪਸੰਦ ਕਰਨਾ (ਕੁਝ), ਪਆਰ ਕਰਨਾ (ਕਸੇਨੂੰ)	to like, love someone, something
ਧਆਨ ਨਾਲ ਸੁਣਨਾ (ਕੁਝ, ਕਸੇ ਨੂੰ)	to listen to
ਦੇਖਣਾ (ਕੁਝ, ਕਸੇ ਨੂੰ)	to look at
ਦੇਖਣਾ (ਜਵੇਂ, ਟੀ ਵੀ)	to look at, watch (i.e., TV)
ਲੱਭਣਾ	to look for
ਪਆਰ ਕਰਨਾ	to love

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ਕਿਰਿਆ (ਜਾਰੀ)	**Verbs** (continued)
ਕੁਝ ਖੋਲ੍ਹਣਾ	to open something
ਖੇਡਣਾ	to play
ਛੂਹਣਾ	to play, to touch
ਅਭਿਆਸ ਕਰਨਾ	to practise
ਕੁਝ ਰੱਖਣਾ (ਸ਼ੈਲਫ ਤੇ ਕਤਾਬ, ਡੈਸਕ ਤੇ ਕਾਗਜ਼)	to put or place something (book on a shelf, paper on a desk)
ਰੱਖਣਾ, ਟਕਾਉਣਾ	to put, to lay
ਪੜ੍ਹਨਾ	to read
ਦੌੜਨਾ	to run
ਵੇਚਣਾ	to sell
ਗਾਉਣਾ	to sing
ਬੈਠਣਾ	to sit
ਸੌਣਾ	to sleep
ਮੁਸਕਰਾਉਣਾ	to smile
ਪੜ੍ਹਨਾ	to study
ਤਰਨਾ	to swim
ਬੋਲਣਾ	to talk, to speak
ਸੋਚਣਾ	to think
ਤੁਰਨਾ	to walk
ਪਾਉਣਾ/ਪਹਨਣਾ (ਜਵੇਂ, ਕਪੜੇ, ਟੋਪ ਆਦ)	to wear (clothing, hat, etc.)
ਕੰਮ ਕਰਨਾ	to work
ਲਖਣਾ	to write

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Singular	Singular	Plural	Plural
ਆਪਣੀ ਕਤਾਬ ਬੰਦ ਕਰ	Close your book	ਆਪਣੀਆਂ ਕਤਾਬਾਂ ਬੰਦ ਕਰੋ	Close your books
ਏੱਥੇ ਆ	Come here	ਏੱਥੇ ਆਓ	Come here
ਕਤਾਰ ਬਣਾ	Line up	ਕਤਾਰ ਬਣਾਓ	Line up
ਧਆਨ ਨਾਲ ਸੁਣ	Listen	ਧਆਨ ਨਾਲ ਸੁਣੋ	Listen
ਬਲੈਕ ਬੋਰਡ ਵਲ ਦੇਖ	Look at the blackboard	ਬਲੈਕ ਬੋਰਡ ਵਲ ਦੇਖੋ	Look at the blackboard
ਆਪਣਾ ਹੱਥ ਹੇਠਾਂ ਕਰ	Lower your hand	ਆਪਣੇ ਹੱਥ ਹੇਠਾਂ ਕਰੋ	Lower your hands
ਤਸਵੀਰ ਬਣਾ	Make a drawing	ਤਸਵੀਰ ਬਣਾਓ	Make drawings
ਆਪਣੀ ਕਤਾਬ ਖੋਲ੍ਹ	Open your book	ਆਪਣੀਆਂ ਕਤਾਬਾਂ ਖੋਲ੍ਹੋ	Open your books
ਆਪਣਾ ਹੱਥ ਖੜਾ ਕਰ	Raise your hand	ਆਪਣੇ ਹੱਥ ਖੜੇ ਕਰੋ	Raise your hands
ਬੈਠ ਜਾ	Sit down	ਬੈਠ ਜਾਓ	Sit down
ਖੜ੍ਹਾ/ਖੜ੍ਹੀ ਹੋ	Stand up	ਖੜ੍ਹੇ ਹੋ ਜਾਓ	Stand up
ਆਪਣੀਆਂ ਕਤਾਬਾਂ ਕੱਢੋ	Take your book out	ਆਪਣੀਆਂ ਕਤਾਬਾਂ ਕੱਢੋ	Take out your books
ਸਫ਼ਾ ਪਰਤ	Turn the page	ਸਫ਼ੇ ਪਰਤੋ	Turn the pages
ਆਪਣਾ ਨਾਮ ਲਖ	Write your name	ਆਪਣੇ ਨਾਮ ਲਖੋ	Write your names

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ਵਾਕਾਂਸ਼ਾਂ	Phrases
ਮਾਫ਼ ਕਰਨਾ	Excuse me.
ਤੁਸੀਂ _____ ਨੂੰ ਪੰਜਾਬੀ ਵੱਚ ਕਸ ਤਰ੍ਹਾਂ ਆਖੋਗੇ?	How do you say _____ in Punjabi?
ਤੁਸੀਂ _____ਨੂੰ ਪੰਜਾਬੀ ਵੱਚ ਕਸ ਤਰ੍ਹਾਂ ਲਖੋਗੇ?	How do you write _____?
ਮੈਨੂੰ ਅਫ਼ਸੋਸ ਹੈ।	I am sorry.
ਮੈਨੂੰ ਪਤਾ ਨਹੀਂ	I don't know (it).
ਮੈਨੂੰ ਯਾਦ ਨਹੀਂ	I don't remember.
ਮੈਂ ਸਮ ਝਆ/ਸਮਝੀ ਨਹੀਂ	I don't understand.
ਮੈਂ ਮੁਸ਼ਕਲ ਵੱਚ ਹਾਂ	I have a problem.
ਮੈਨੂੰ _____ਜ਼ਰੂਰਤ ਹੈ	I need _____.
ਸਫ਼ਾ ਨੰਬਰ-------ਲੱਭੋ	Look for the page number _____.
ਏਨ੍ਹਾਂ ਸ ਫ਼ਆਂ ਦੇ ਨੰਬਰ _____ਲੱਭੋ	Look for the page numbers ___.
ਮੈਂ ਪਾਣੀ ਪੀਣ ਜਾ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ?	May I go drink some water?
ਮੈਂ ਵਾਸ਼ਰੂਮ ਜਾ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ?	May I go to the bathroom?
ਮਾਫ਼ ਕਰਨਾ, ਮੈਂ ਤੁਹਾਨੂੰ ਟੋਕ ਰਹਾ/ਰਹੀ ਹਾਂ?	May I interrupt?
ਮੈਂ ਆਪਣੀ ਪੈਨਸਲ ਘੜ ਲਵਾਂ?	May I sharpen my pencil?
ਮਾਫ਼ ਕਰਨਾ	Pardon me.
ਜ਼ਰਾ, ਦੁਹਰਾਓ	Repeat, please.
ਜ਼ਰਾ, ਹੌਲੀ	Slow, please.
ਤਹਾਨੂੰ ਕੀ ਚਾਹੀਦਾ ਹੈ?	What do you need?
_____ਕੀ ਅਰਥ ਹੈ?	What does _____ mean?

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Appendix D: Graphic Organizers

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How I Can Help My Group D–3
Activity Reflection D–4
Collecting My Thoughts D–5
How to Use KWL Charts D–6
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How I Contribute to Group Work

My role in this group is _____

_____.

I do my job by:

- _____
- _____
- _____

I say things like:



The most challenging part of this job is _____.

The best part of this job is _____.

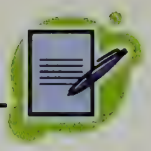
I would rate my performance in the role of _____

as _____.

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

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How I Can Help My Group



Name: _____ Date: _____

During group work, when someone:

☆ keeps interrupting, I feel _____

I can help make this situation better by _____

☆ argues, I feel _____

I can help make this situation better by _____

☆ puts down others, I feel _____

I can help make this situation better by _____

☆ complains, I feel _____

I can help make this situation better by _____

☆ fools around, I feel _____

I can help make this situation better by _____

☆ bosses others around, I feel _____

I can help make this situation better by _____

☆ doesn't listen to others, I feel _____

I can help make this situation better by _____

☆ is off-topic, I feel _____

I can help make this situation better by _____

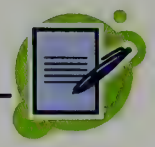
☆ is very quiet, I feel _____

I can help make this situation better by _____

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

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Activity Reflection



Name: _____

Date: _____

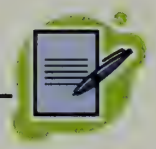
Activity: _____

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this activity?	
How could I use the new information and skills from this activity in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

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Collecting My Thoughts



Name: _____ Date: _____

Here is everything I know about _____

_____

_____

_____

_____

_____

Here are some pictures of _____

Here are some questions I have: _____

_____

_____

_____

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How to Use KWL Charts



Step 1 **Think about what you already KNOW about your topic. List those facts in the first column.**

For example, if your topic is "How I Talk to Others in a New Language," you may come up with these ideas.

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand. • Don't be afraid to make mistakes!		

Step 2 **Think of the kinds of information you WANT to find out. List specific questions in the second column.**

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand • Don't be afraid to make mistakes!	• What do I do if I don't know how to say a word? • What do I do if I don't understand what the other person is saying?	

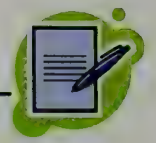
Step 3 **LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.**



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

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KWL Chart



Name: _____ Date: _____

Step 1	Step 2	Step 3
What I know	**What I want to find out**	**What I have learned**

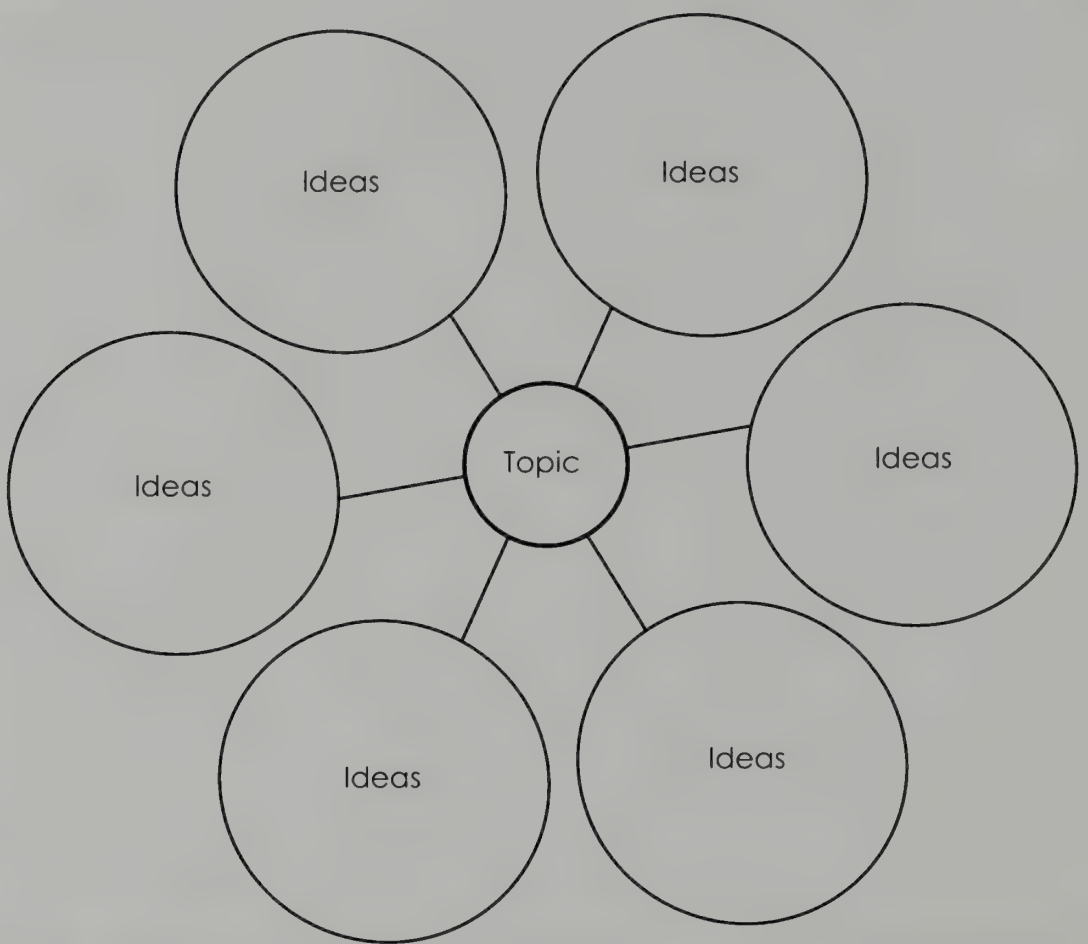
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How to Use a Brainstorming Web

Step 1 Identify your topic and use it as the title. Write it in the centre of your web.

Step 2 Identify categories of information and label each of the outer bubbles.

Step 3 Brainstorm and jot down ideas in each category.

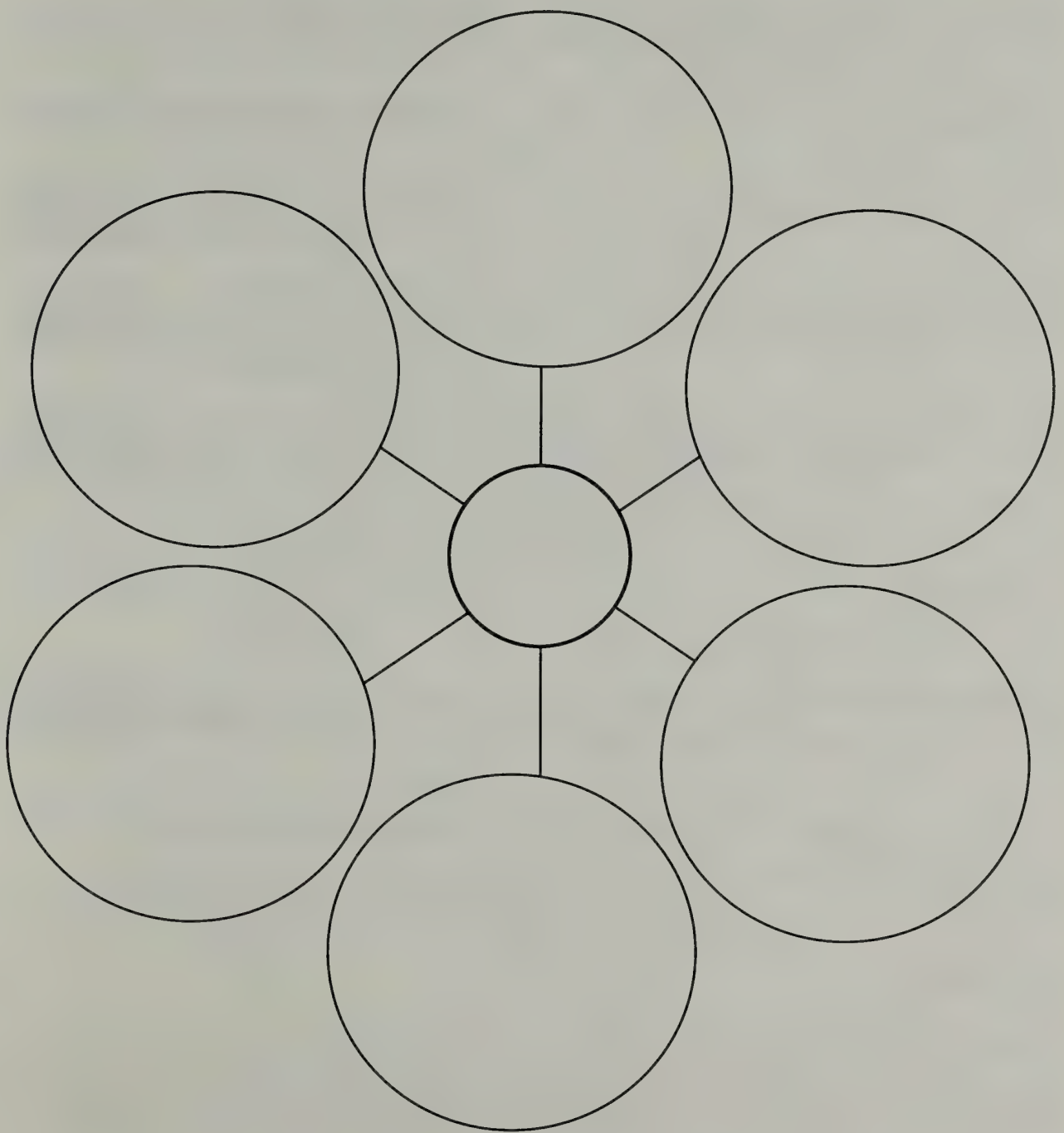


Newer versions of MS Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

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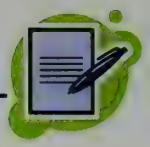
Brainstorming Web

Name: _____ Date: _____



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Idea Builder



1. Key idea

2. Draw it

3. Facts

4. Sample sentence

5. Examples

6. Non-examples

7. Definition

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How to Create a Mind Map



What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

How do I create a mind map?

Step 1 Identify your topic and write it in the centre of the page. This is the centre of your mind map.

Step 2 As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

Step 3 Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

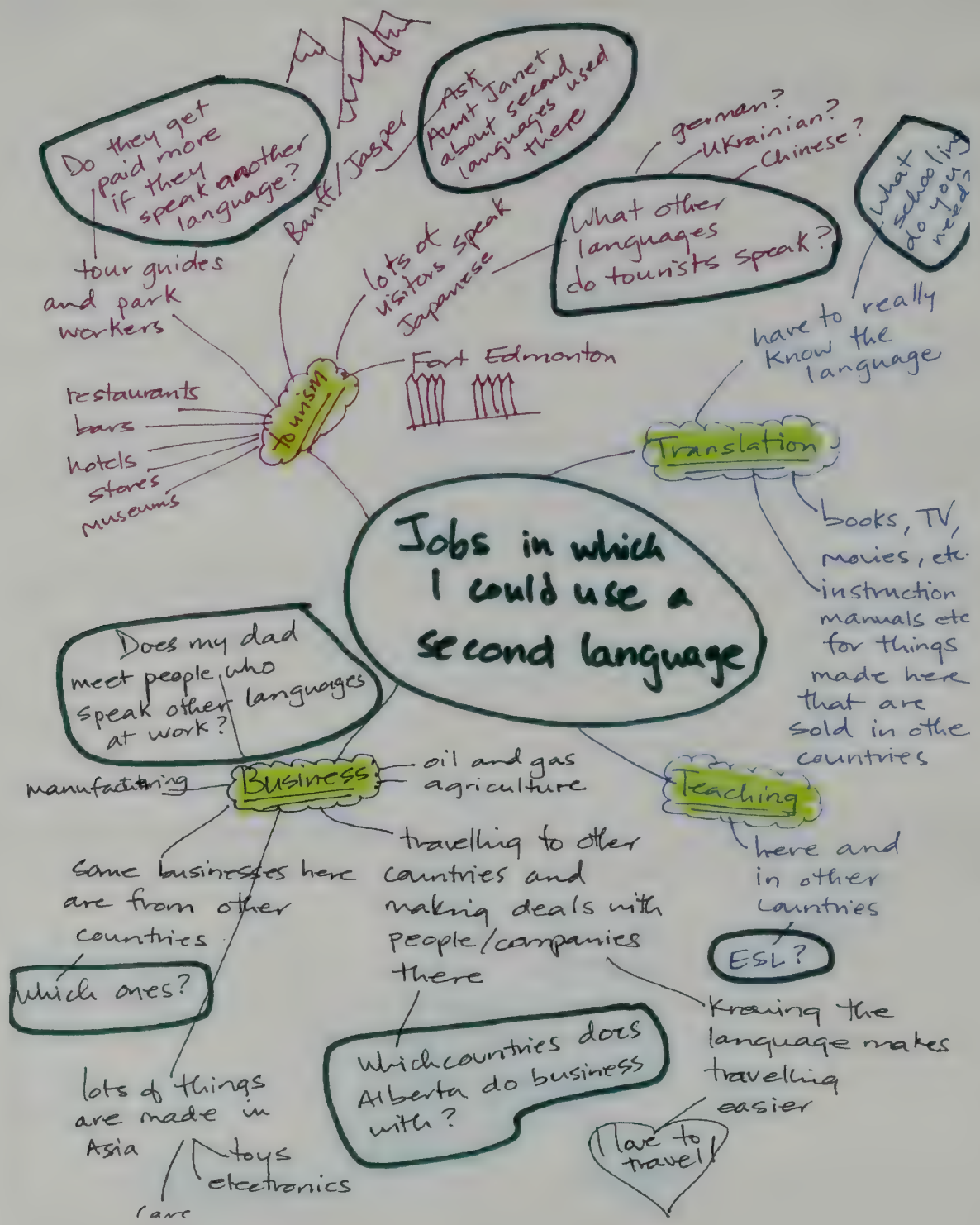
Step 4 Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

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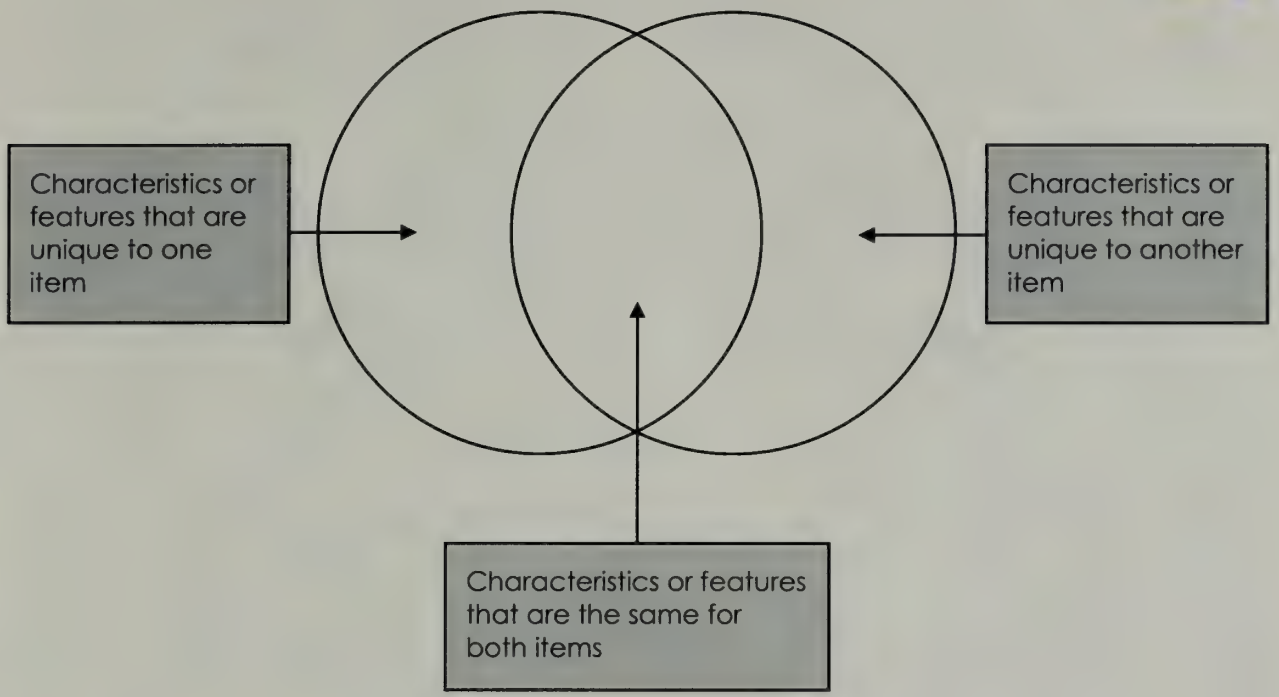
Sample Mind Map



In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I Want to Know" in a KWL chart.

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How to Use Venn Diagrams



Step 1 Label each side of the diagram with the name of each item you are comparing.

Step 2 Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

Step 3 Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

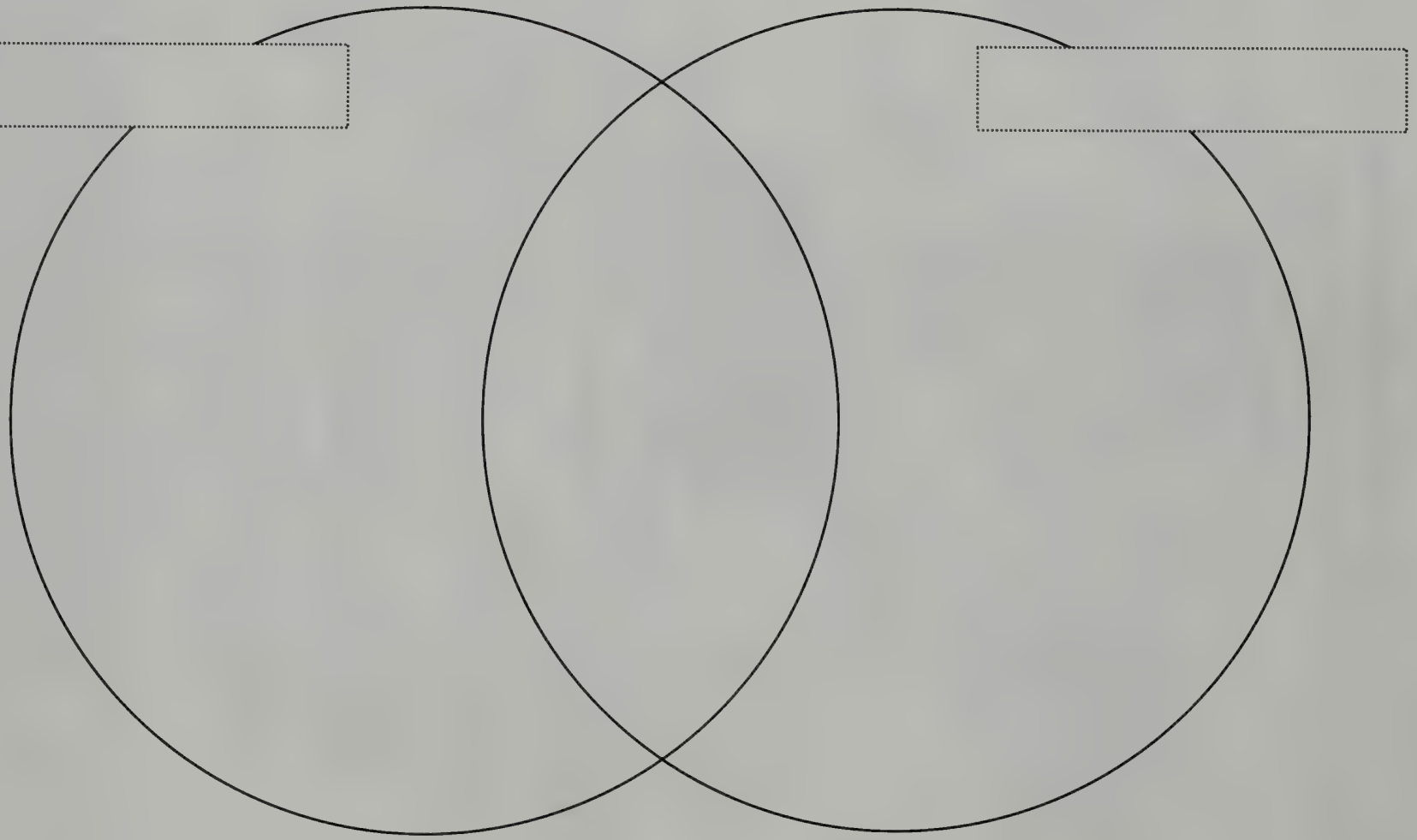
Step 4 Think about all the features the items share and write your ideas in the middle of the diagram.

MS Word has a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.

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Venn Diagram

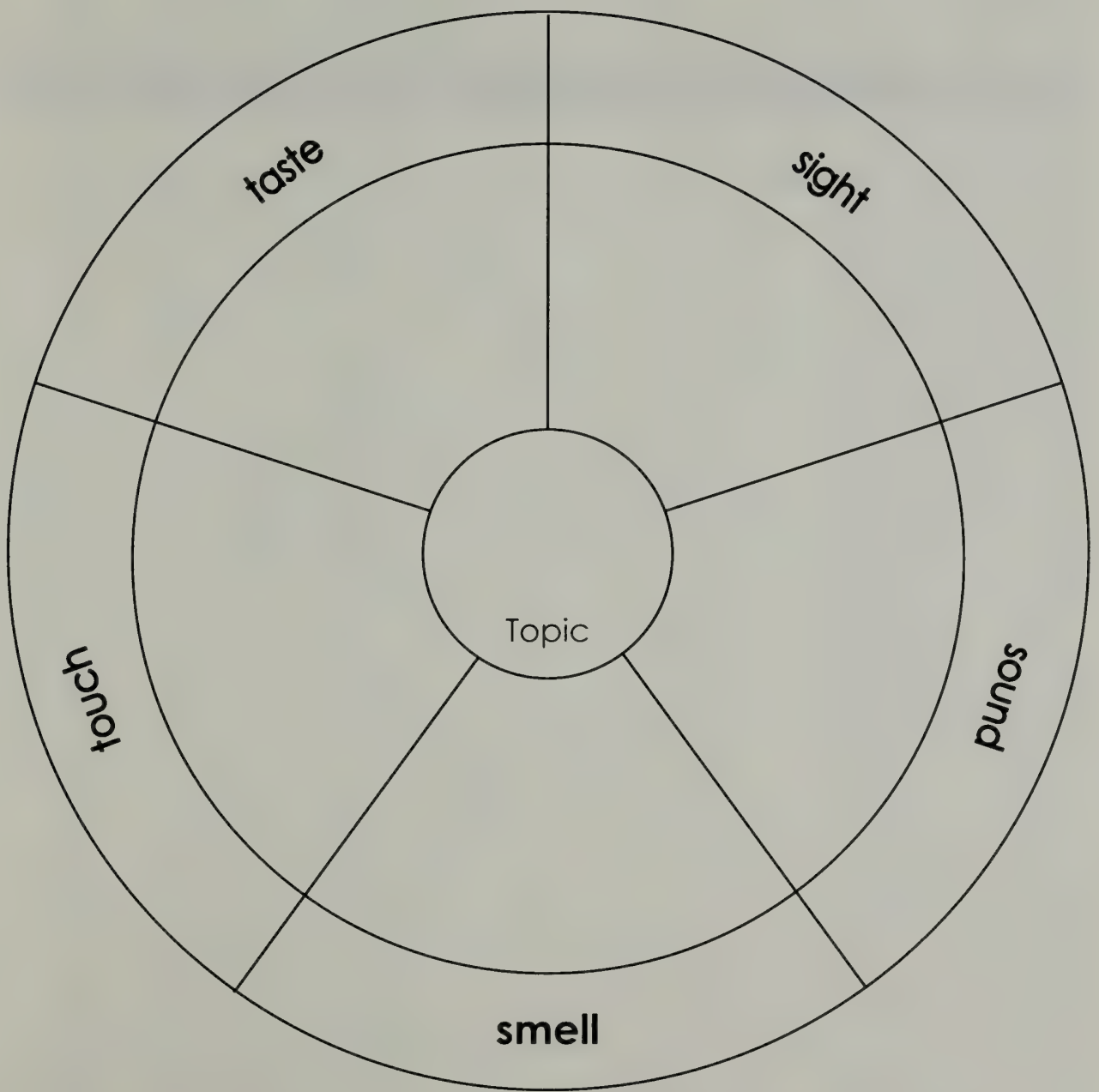
Name: _____ Date: _____



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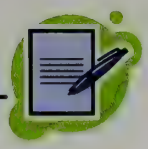
Five Senses Wheel

Name: _____ Date: _____



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Triple T-chart



Name: _____ Date: _____

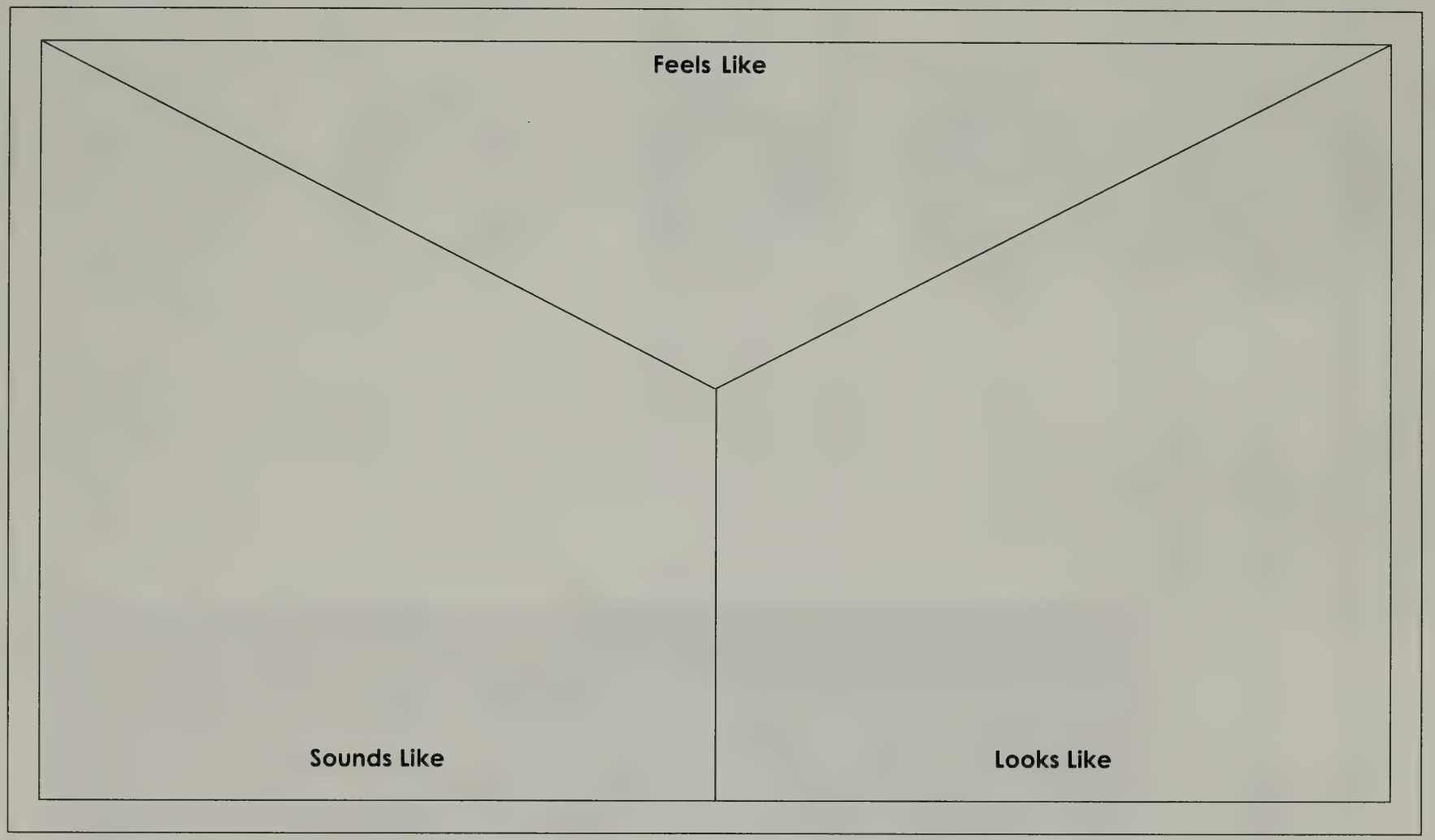
Title/Topic: _____

Looks like:	Sounds like:	Feels like:

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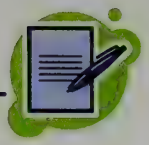
Y-chart

Name: _____ Date: _____



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Five Ws and HI



Name: _____ Date: _____

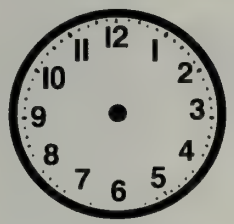
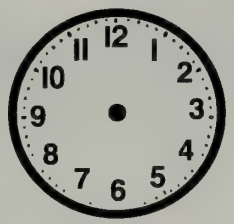
Fill in the chart with questions on your topic that you want to find answers to.

Who? List questions about **people**.	
What? List questions about **things** and **events**.	
Where? List questions about **places**.	
When? List questions about **times** and **dates**.	
Why? List questions about **reasons**, **causes** and **purposes**.	
How? List questions about **the way things happen**.	
If? List questions about **things that might happen**.	

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A Day in the Life

Name: _____ Date: _____




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How to Use PMI Charts



Step 1 **P**lus: Think about all the advantages and good reasons for making the choice.

Step 2 **M**inus: Think about all the disadvantages and the down side of making the choice.

Step 3 List any information that is neither positive nor negative as **I**nteresting.

Example: *A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool*

Using the Internet as a Research Tool

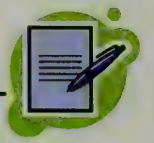
Plus	Minus	Interesting Information
• There is a lot of information. • You can look at a number of different sources in a short period of time. • You can do your research in the comfort of your home or classroom.	• If you do not know how to search well, it can take a long time to find what you need. • There is no guarantee that the information you find is accurate or of good quality. • The reading level of factual and historical information may be high.	• Most teenagers know more about using the Internet than adults! • Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

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PMI Chart



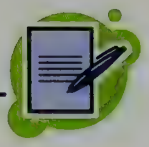
Name: _____ Date: _____

Title: _____

Plus	Minus	Interesting Information

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What I Have, What I Need



What's my problem?

What are my choices?

A. B. C.

What choice would best meet my needs?

What resources do I have?

1.
2.
3.

What resources do I need?

1.
2.
3.

Step-by-step plan

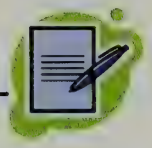
1.
2.
3.

How can I check my decision?

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Making a Decision



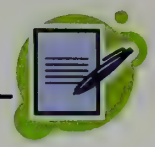
Issue: _____ Option: _____

	PROS +	CONS –
Facts:		
Feelings:		
My new ideas:		
My decision:		
My reasons for this decision:		

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

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IDEA Decision Maker



Identify the problem

_____

_____

_____

Describe possible solutions

_____

_____

_____

Evaluate the potential consequences of each solution

_____

_____

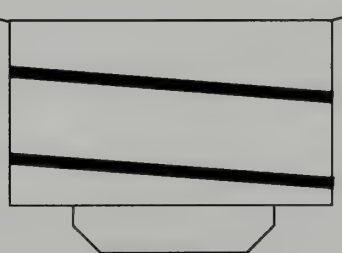
_____

Act on the best solution

_____

_____

_____



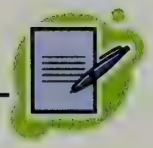
How did your IDEA work?
(Evaluate your results.)

_____

_____

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Consider the Alternatives



Decision-making situation or conflict to be resolved: _____

_____

_____

1 Option: _____

_____

_____

_____

Possible consequences: _____

_____

_____

_____

2 Option: _____

_____

_____

_____

Possible consequences: _____

_____

_____

_____

3 Option: _____

_____

_____

_____

Possible consequences: _____

_____

_____

_____

4 Option: _____

_____

_____

_____

Possible consequences: _____

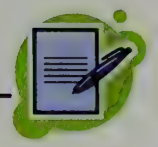
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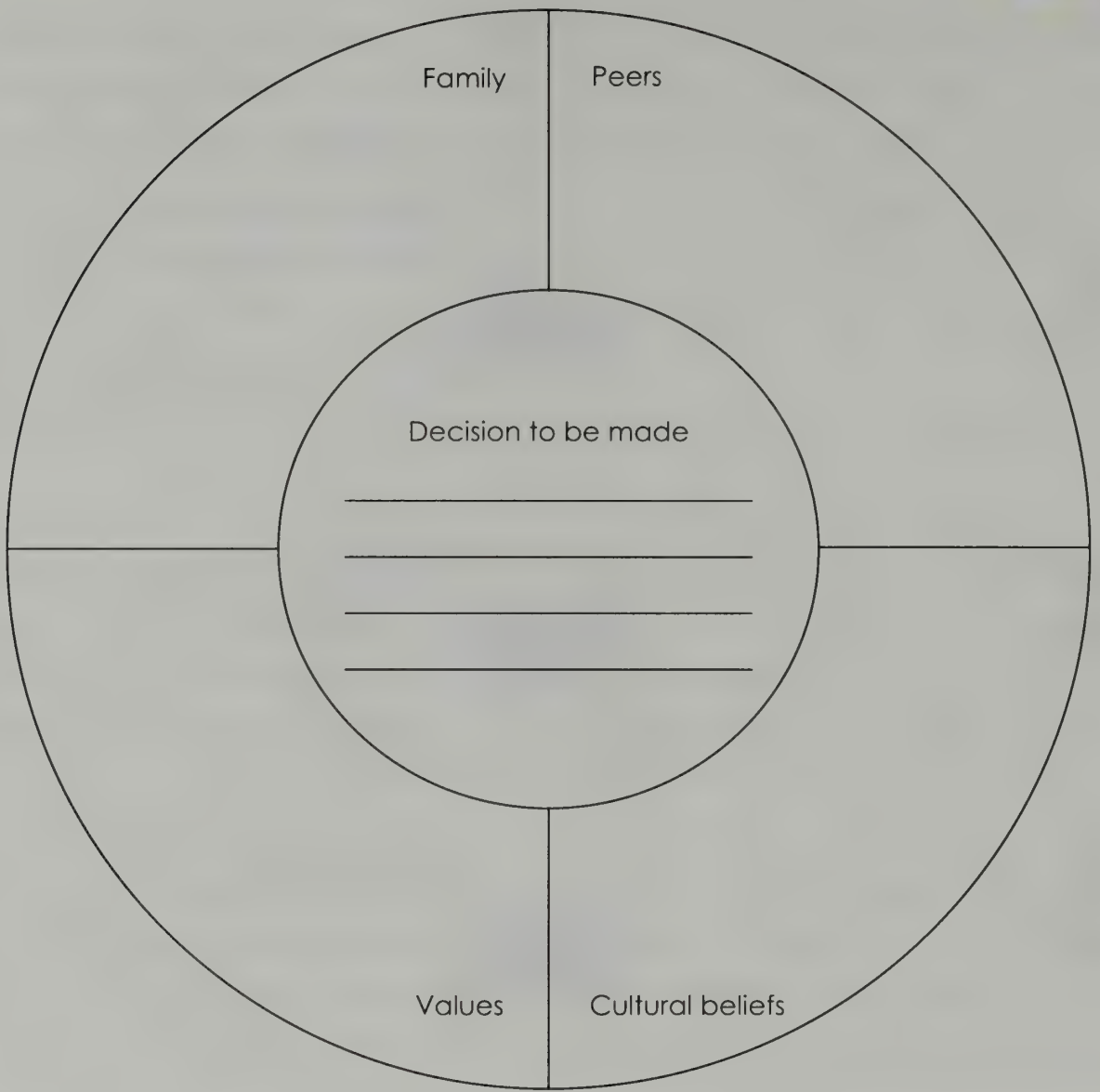
_____

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Influences on Decision Making

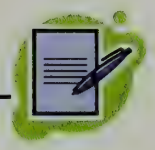




Questions you need to ask to help you make this decision

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Goal-setting Organizer 1



Name: _____ Date: _____

My goal is _____

_____

_____

I am choosing this goal because

_____

_____

To reach this goal I will:

1. _____

2. _____

3. _____

It will take me _____ days to reach my goal.

Did I reach my goal?

- ☐ yes
- ☐ almost
- ☐ no

Why or why not? _____

_____

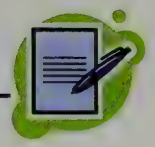
_____

_____

_____

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Goal-setting Organizer 2



Date: _____

Name: _____

Is your goal:
- ☐ specific?
- ☐ measurable?
- ☐ achievable?
- ☐ realistic?
- ☐ time-based?

Goal	My goal is to ...
Rationale	I chose this goal because ...
Action plan	To reach this goal, I will ...
Measurement	How will I know if I am successful?
Self-reflection	What would I do differently?

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Goal-setting Organizer 3

Name: _____ Date: _____

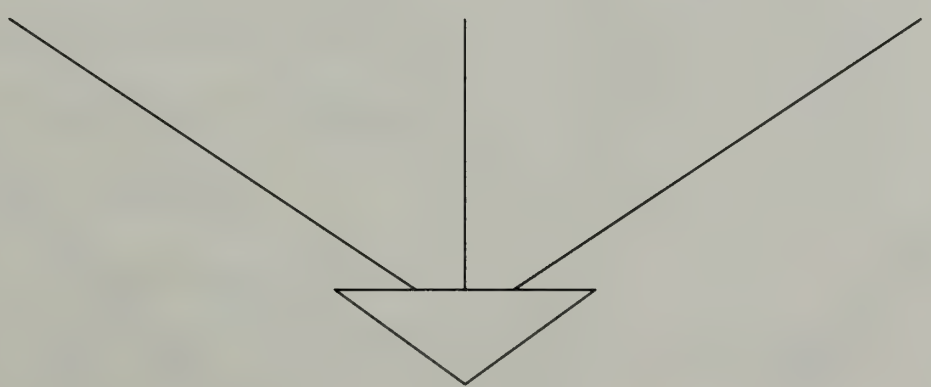
Goal Planning: Start Small

My long-term goal is _____

_____ by _____

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
_____	_____	_____
_____	_____	_____
To reach this goal, I will:	To reach this goal, I will:	To reach this goal, I will:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
by _____	by _____	by _____



I will know I have reached my long-term goal when _____

_____

_____

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Goal-setting Organizer 4

Name: _____ Date: _____

What Can Affect Your Goals?



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Appendix C: Planning Tools

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Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

⊙ Outcomes

Determine outcomes that students can reasonably accomplish.

- ❑ Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

Determine what students will be able to demonstrate as a result of this learning activity.

- ❑ Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

- ❑ Decide how students will apply their learning.
- ❑ Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- ❑ Present and support key concepts and instructions using demonstration, oral and written steps, and exemplars of completed assignments.
- ❑ Break down assignments or tasks into smaller, more manageable parts.
- ❑ Give clear, concrete instructions and:
  - ___ provide a visual reference of the sequence of key steps in completing the assignment
  - ___ provide a checklist of assignment parts for students to check as tasks are completed
  - ___ support written instructions with picture prompts or highlight directions using a colour-coding system
  - ___ record directions or lectures for playback
  - ___ repeat instructions
  - ___ have students recall instructions in sequence.
- ❑ Model and demonstrate to promote understanding of directions.
- ❑ Check regularly for understanding, and provide feedback and clarification on specific aspects of the assignment.
- ❑ Highlight key points of the lesson orally and visually.
- ❑ Select extension activities that reinforce and extend learning.
- ❑ Write assignments and homework on chart paper or the board. Ensure students write down assignments in their agendas.
- ❑ Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.

- ❑ Has the activity been designed to motivate and engage student interest?
- ❑ Determine how to present an overview of the learning activity.
- ❑ Ensure the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- ❑ Build in opportunities to make connections between what students know and what they are learning.

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Consider how to organize students for instruction and which types of groupings will be most effective (partner, small group, large group).

- ❑ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

⊙ Learning Environment

Consider the classroom environment and individual student work spaces.

- ❑ Provide a quiet work station like a study carrel in a corner of the classroom.
- ❑ Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- ❑ Partner students with a peer for support and guidance.

⊙ Resources

Decide which resources will be used for the learning activity, including oral, print, media texts and community resources.

- ❑ Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- ❑ Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- ❑ Rewrite materials at a lower reading level.
- ❑ Provide a graphic organizer for note taking; e.g., cloze style.
- ❑ Highlight passages of text.
- ❑ Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- ❑ Identify Web-based supports; e.g., simulations.

Ensure students have assistive tools and devices to support their learning styles or needs, for example:

___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
___ a copy of lecture notes
___ enlarged or reduced text
___ scribe
___ audio recordings
___ picture prompts
___ manipulatives
___ overlays
___ computers

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⊙ Assessment

Determine what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- ❑ Provide assessment options for students to "show what they know."

Make necessary preparations for alternative testing procedures, resources and materials.

- ❑ Does the student need:
  - ___ an audio recording of the test
  - ___ a scribe to write down his or her ideas or answers
  - ___ the test questions read aloud
  - ___ a time extension
  - ___ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

- ❑ Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self-reflection and self-evaluation.

- ❑ Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- ❑ Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ Timeline

Record important assignments on a master calendar and have students write these dates in their agendas.

- ❑ Show students how to plan for longer assignments by using a calendar.
- ❑ Show students how to study for upcoming tests.
- ❑ Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of students.

- ❑ Consider ways to change the pace to allow students to focus on the task for condensed periods of time, if necessary.
- ❑ Prepare an assignment summary with task increments and a time line to guide completion of the assignment. Provide time warnings for task completion.
- ❑ Extend deadlines for students who require more time to complete assignments.

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Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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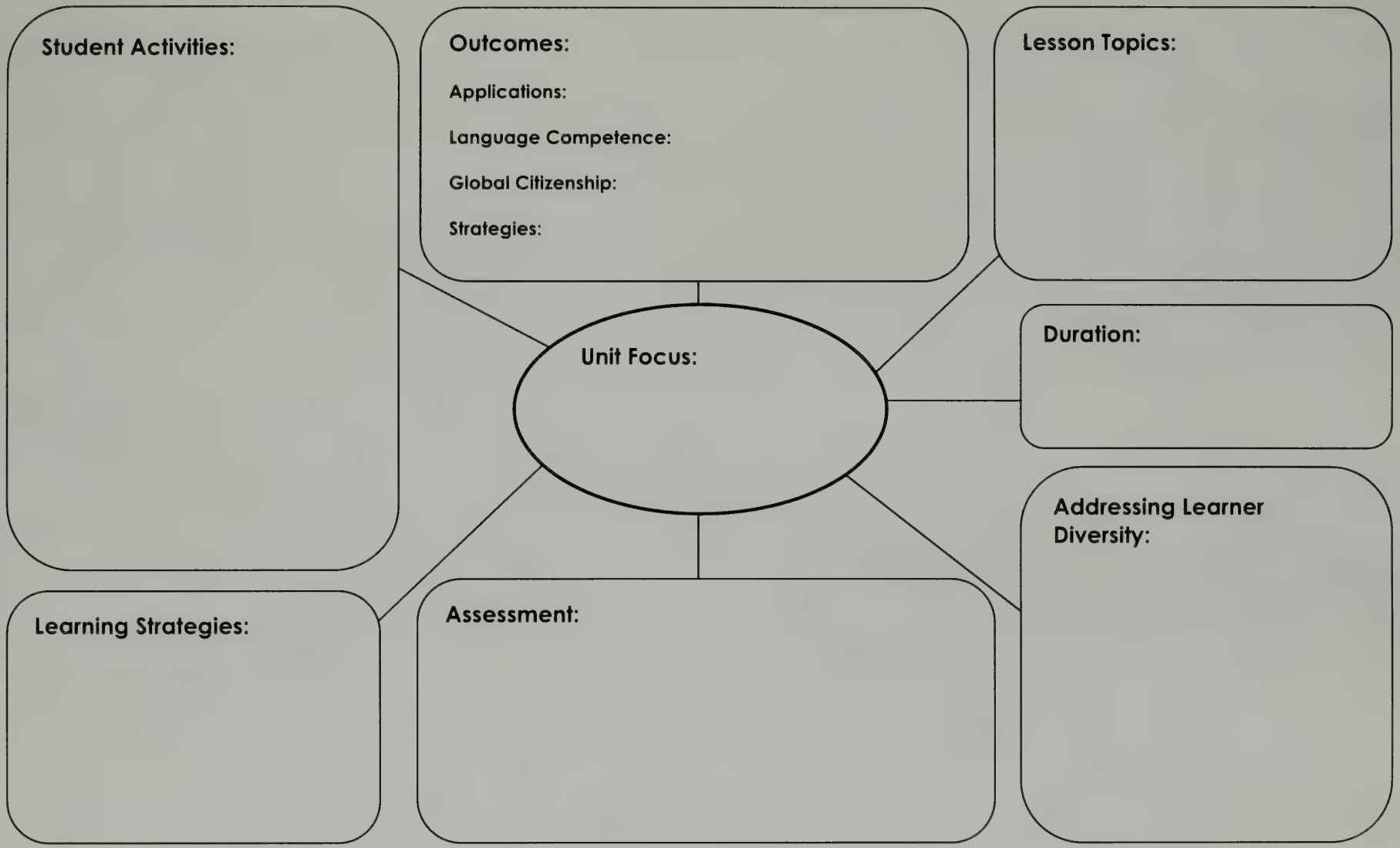
Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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Unit Plan Overview



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Unit Plan A

Grade(s): _____ Unit Focus: _____ Teacher(s): _____

Outcomes:

- Applications
- Language Competence
- Global Citizenship
- Strategies

Possible Student Learning Strategies:

Teaching and Learning Activities:

Resources:	Planning for Diversity:	Assessment and Evaluation:

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Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

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Title:	Time line:
General outcome:	
Specific outcomes	Learning strategies and activities
Getting-ready activities (Strategies for activating and assessing prior knowledge, and creating interest in new unit)	
Assessment strategies and activities	Enrichment strategies
Resources	
Home/school/community connections	Cross-curricular connections

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Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Applications:

Language Competence:

Global Citizenship:

Strategies:

Possible Student Learning Strategies:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

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Lesson Plan B

Lesson Title: _____

Date: _____ **Class:** _____

Outcomes

- Applications
- Language Competence
- Global Citizenship
- Strategies

Possible Student Learning Strategies:

Lesson Description

Differentiation of Instruction

☐ yes ☐ not necessary

If yes, description:

Assessment

Materials

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How "Listener-friendly" Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	❍	❍
• I communicate clearly what my expectations of the students are during the class.	❍	❍
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	❍	❍
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	❍	❍
• I use cue words and phrases to signal important information; e.g., In summary …, Note the following …, Pay attention to …, Record this important fact …, This is important …, Listen carefully.	❍	❍
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	❍	❍
• I highlight important information by using bold, italics and different coloured text.	❍	❍
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	❍	❍
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	❍	❍
• I repeat important ideas and concepts by rephrasing and using multiple examples.	❍	❍
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	❍	❍
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	❍	❍
• I provide examples and nonexamples of concepts.	❍	❍
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	❍	❍
• I provide students with opportunities to discuss concepts with a partner or small group.	❍	❍
• I provide students with opportunities to work with and/or practise new skills and concepts.	❍	❍
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	❍	❍
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	❍	❍

Adapted from Anne Price, "Listen Up" handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

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Examples of General Accommodations

Methods of Instruction

- ❑ Vary amount of material to be learned.
- ❑ Vary amount of material to be practised.
- ❑ Vary time for practice activities.
- ❑ Use advance organizers.
- ❑ Cue student to stay on task; e.g., private signal.
- ❑ Facilitate student cueing (student providing cues to the teacher).
- ❑ Repeat directions or have student repeat directions.
- ❑ Shorten directions.
- ❑ Pair written instructions with oral instructions.
- ❑ Use computer-assisted instruction.
- ❑ Use visual aids in lesson presentation.

Other _____

Task/Response

- ❑ Reduce or substitute required assignments.
- ❑ Adjust level of in-class assignments to academic level.
- ❑ Break long-term assignments into shorter tasks.
- ❑ Adjust amount of copying.
- ❑ Use strategies to enhance recall; e.g., cues, cloze.

Task/Response (cont'd)

- ❑ Provide student with copy of notes.
- ❑ Accept dictated or parent-assisted homework assignments.
- ❑ Provide extra assignment time.
- ❑ Permit student to print.
- ❑ Provide a student buddy for reading.

Other _____

Materials

- ❑ Modify text materials (add, adapt, substitute).
- ❑ Make materials self-correcting.
- ❑ Highlight important concepts and information and/or passages.
- ❑ Use a desktop easel or slantboard to raise reading materials.
- ❑ Prepare recordings of readings/ textbook materials.
- ❑ Provide extra textbook for home use.
- ❑ Allow use of personal word lists, cue cards.
- ❑ Increase use of pictures, diagrams, concrete manipulators.
- ❑ Break materials into smaller task units.

Materials (cont'd)

- ❑ Increase print size in photocopying.
- ❑ Use daily homework assignment book.

Other _____

Organization for Instruction

The student works best:

- ❑ in large-group instruction
- ❑ in small-group instruction
- ❑ when placed beside an independent learner
- ❑ with individual instruction
- ❑ with peer tutoring
- ❑ with cross-aged tutoring
- ❑ using independent self-instructional materials
- ❑ in learning centres
- ❑ with preferential seating
- ❑ with allowances for mobility
- ❑ in a quiet space within the classroom.

Other _____

Reinforcement Systems

- ❑ Provide immediate reinforcement.
- ❑ Give verbal praise for positive behaviour.
- ❑ Use tangible reinforcers.
- ❑ Send notes home.
- ❑ Complete progress charts.

Reinforcement Systems (cont'd)

- ❑ Allow special activities.
- ❑ Instruct student in self-monitoring; e.g., following directions, raising hand to talk.

Other _____

Assessment and Testing

- ❑ Adjust test appearance; e.g., margins, spacing.
- ❑ Adjust test design (T/F, multiple choice, matching).
- ❑ Adjust to recall with cues, cloze, word lists.
- ❑ Vary test administration (group/individual, open book, make-up tests).
- ❑ Audio record test questions.
- ❑ Select items specific to ability levels.
- ❑ Vary amount to be tested.
- ❑ Give extra test time.
- ❑ Adjust readability of test.
- ❑ Allow recorded reports for essays and/or long answers.
- ❑ Read test questions.
- ❑ Allow use of scribe or reader.
- ❑ Allow oral exams.

Other _____

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Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
❍ Use less difficult or alternative reading materials. ❍ Reduce amount of reading required. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Set time limits for specific task completion. ❍ Enlarge text of worksheets and reading material. ❍ Extend time to complete tests and assignments. ❍ Use large-print editions of tests. ❍ Read test items aloud to student. ❍ Read standard directions several times at start of exam. ❍ Audio record directions. ❍ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).	❍ Reduce volume of work. ❍ Break long-term assignments into manageable tasks. ❍ Extend time for completing assignments. ❍ Offer alternative assignments. ❍ Allow student to work on homework while at school. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing). ❍ Waive spelling, punctuation and paragraphing requirements. ❍ Accept keyword responses instead of complete sentences. ❍ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).	❍ Provide alternative seating: — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. ❍ Provide additional or personal work space (quiet area for study, extra seat or table, time-out spot, study carrels). ❍ Permit movement during class activities and testing sessions. ❍ Provide directions in written form: — on board — on worksheets — copied in assignment book by student. ❍ Set time limits for specific task completion. ❍ Extend time to complete tests and assignments. ❍ Allow student to take breaks during tests. ❍ Use multiple testing sessions for longer tests. ❍ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention. ❍ Provide cues; e.g., arrows, stop signs on worksheets and tests. ❍ Provide a quiet, distraction-free area for testing. ❍ Allow student to wear noise buffer device, such as headphones, to screen out distracting sounds. ❍ Provide checklists for long, detailed assignments.	❍ Provide a written outline. ❍ Provide directions in written form (on board, on worksheets, copied in assignment book by student). ❍ Provide a specific process for turning in completed assignments. ❍ Provide checklists for long, detailed assignments. ❍ Read and discuss standard directions several times at start of examination. ❍ Provide cues, e.g., arrows, stop signs, on worksheets and tests. ❍ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).	❍ Use assistive and adaptive devices: — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor. ❍ Set realistic and mutually agreed-upon expectations for neatness. ❍ Reduce or eliminate the need to copy from a text or board; e.g., — provide copies of notes — permit student to photocopy a peer's notes — provide carbon/NCR paper to a peer to copy notes. ❍ Extend time to complete tests and assignments. ❍ Alter the size, shape or location of space provided for answers. ❍ Accept keyword responses instead of complete sentences. ❍ Allow student to type answers or answer orally instead of in writing.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require assessment accommodations to communicate their growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations follow:

- ❑ allowing extended time
- ❑ allowing breaks during the test
- ❑ reducing the number of questions
- ❑ breaking a test into parts and administering them at separate times
- ❑ providing an audio recorded test and allowing students to listen to part or all of the recording more than once
- ❑ providing a reader or scribe
- ❑ providing an opportunity to record answers
- ❑ providing more detailed instructions and confirming student understanding of the test process
- ❑ administering the test in a small group setting or to an individual student
- ❑ administering the test in a separate room, free from distractions
- ❑ providing noise buffers; e.g., headphones
- ❑ adjusting the test appearance; e.g., margins, spacing
- ❑ adjusting the test design (true/false, multiple choice, matching)
- ❑ adjusting the readability of the test
- ❑ allowing alternative formats, such as webs or key points in place of essays or long answers
- ❑ reading test questions
- ❑ allowing use of a scribe or reader
- ❑ allowing oral examinations
- ❑ allowing students to practise similar test questions.

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Sample Text Forms

Written Texts

- advertisements
- biographies, autobiographies
- brochures, pamphlets, leaflets
- catalogues
- dictionaries, grammar references
- encyclopedia entries
- folk tales, legends
- forms
- graffiti
- instructions and other "how to" texts
- invitations
- journals, logs
- labels, packaging
- letters (business, personal)
- lists, notes, personal messages
- maps
- menus
- newspaper, magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories, novels
- signs, notices, announcements
- stories
- textbook articles
- tickets, timetables, schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

Oral Texts

- advertisements, announcements
- ceremonies (religious, secular)
- interpretive dialogues
- formal, informal conversations
- interviews
- telephone messages
- oral stories, histories
- plays, other performances
- oral reports, presentations
- songs, hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

Multimedia Texts

- computer, board games
- movies, films
- slide/tape/video presentations
- television programs
- Web sites
- CD–ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

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Alternative Learning Activities Menu

Name: _____ **Date:** _____

Complete three activities to create a horizontal, vertical or straight line. If you choose the Your Idea box, you must have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	**PLAN**	**INTERVIEW**
RESEARCH	**YOUR IDEA**	**SURVEY**
DISPLAY	**CREATE**	**EVALUATE**

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Sample Independent Study Agreement

Name:	Grade:	Date:

This is a contract between you and your teacher. By writing your initials on the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contact, you will return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show you understand and agree.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my Learning Log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of visual aid; e.g., poster, picture, digital slide show.

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: _____

Teacher's Signature: _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

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Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

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Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- ☐ listen attentively
- ☐ perform actions to match words of a song, story or rhyme
- ☐ learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- ☐ imitate sounds and intonation patterns
- ☐ memorize new words by repeating them silently or aloud
- ☐ seek the precise term to express meaning
- ☐ repeat words or phrases in the course of performing a language task
- ☐ make personal dictionaries
- ☐ experiment with various elements of Punjabi
- ☐ use mental images to remember new information
- ☐ group together sets of things—vocabulary, structures—with similar characteristics
- ☐ identify similarities and differences between aspects of Punjabi and own language
- ☐ look for patterns and relationships
- ☐ use previously acquired knowledge to facilitate a learning task
- ☐ associate new words or expressions with familiar ones, either in Punjabi or in own language
- ☐ find information, using reference materials such as dictionaries, textbooks and grammars
- ☐ use available technological aids to support language learning; e.g., audio recorders, computers
- ☐ use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- ☐ place new words or expressions in a context to make them easier to remember
- ☐ use induction to generate rules governing language use
- ☐ seek opportunities outside of class to practise and observe
- ☐ perceive and note unknown words and expressions, noting also their context and function

Metacognitive Language Learning Strategies

- ☐ check copied writing for accuracy
- ☐ make choices about how you learn
- ☐ rehearse or role-play language
- ☐ decide in advance to attend to the learning task
- ☐ reflect on learning tasks with the guidance of the teacher
- ☐ make a plan in advance about how to approach a language learning task
- ☐ reflect on the listening, speaking, reading and writing process
- ☐ decide in advance to attend to specific aspects of input
- ☐ listen or read for key words
- ☐ evaluate own performance or comprehension at the end of a task
- ☐ keep a Learning Log
- ☐ experience various methods of language acquisition and identify one or more considered to be particularly useful personally

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- ☐ be aware of the potential of learning through direct exposure to the language
- ☐ know how strategies may enable coping with texts containing unknown elements
- ☐ identify problems that might hinder successful completion of a task and seek solutions
- ☐ monitor own speech and writing to check for persistent errors
- ☐ be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective Language Learning Strategies

- ☐ initiate or maintain interaction with others
- ☐ participate in shared reading experiences
- ☐ seek the assistance of a friend to interpret a text
- ☐ reread familiar self-chosen texts to enhance understanding and enjoyment
- ☐ work cooperatively with peers in small groups
- ☐ understand that making mistakes is a natural part of language learning
- ☐ experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- ☐ participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- ☐ use self-talk to feel competent to do the task
- ☐ be willing to take risks and try unfamiliar tasks and approaches
- ☐ repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- ☐ reduce anxiety by using mental techniques such as positive self-talk or humour
- ☐ work with others to solve problems and get feedback on tasks
- ☐ provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

- ☐ use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Punjabi
- ☐ acknowledge being spoken to
- ☐ interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, drawing pictures
- ☐ indicate lack of understanding verbally or nonverbally; e.g., "Pardon," "Sorry," "I didn't understand," raised eyebrows, blank look (Formal: ਮਾਫ਼ ਕਰਨਾ, ਮੈਨੂੰ ਸਮਝ ਨਹੀ ਆਈ; Informal: ਤੁਸੀਂ ਕੀ ਕਹਾ?)
- ☐ ask for clarification or repetition when you do not understand; e.g., "What do you mean by ...?", "Could you say that again, please?" (Formal: ਤੁਹਾਡਾ ਕੀ ਮਤਲਬ ਹੈ ? ਜ਼ਰਾ ਦੁਬਾਰਾ ਦੱਸਣਾ; Informal: ਕੀ ਕਹਾ ਤੁਸੀਂ? [with raised eyebrows])
- ☐ use other speakers' words in subsequent conversations
- ☐ assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- ☐ start again, using a different tactic, when communication breaks down; e.g., "What I'm trying to say is ..." (Formal: ਮੇਰਾ ਕ ਹਣ ਦਾ ਮਤਲਬ ਹੈ...; Informal: ਮੈਂ ਤੁਹਾਨੂੰ ਏਹ ਦੱਸ ਰਹੀ / ਰਹਾ ਹਾਂ...)

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- use a simple word similar to the concept to convey and invite correction; e.g., "fruit" for "banana" (ਫਲ. for ਕੇਲਾ)
- invite others into the discussion; e.g., ਇਸ ਬਾਰੇ ਤੁਹਾਡਾ ਕੀ ਖ਼ਆਲ ਹੈ?
- ask for confirmation that a form used is correct; e.g., "Can you say that?" (ਕੀ ਤੁਸੀਂ ਇਸਨੂੰ _____ ਕ ਹ ਸਕਦੇ ਹੋ?)
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., "Well, actually ...", "Where was I?" (ਅਸਲ ਵਚ, ਮੈਂ ਕੀ ਕ ਹ ਰਹੀ / ਰਹਾ ਸੀ?)
- use circumlocution to compensate for lack of vocabulary; e.g., "the thing you use to serve food with" for "serving spoon" (ਜਸ ਦੇ ਨਾਲ ਅਸੀ ਸਬਜ਼ੀ ਪਾਉਂਦੇ ਹਾਂ – ਕੜਛੀ)
- repeat part of what someone has said to confirm mutual understanding; e.g., "So what you are saying is ..." (ਸੋ, ਤੁਸੀਂ ਇਹ ਕ ਹ ਰਹੇ ਹੋ ...)
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., "Am I making sense?" (ਕੀ ਮੈਂ ਠੀਕ ਕ ਹ ਰਹੀ / ਰਹਾ ਹਾਂ?)
- use suitable phrases to intervene in a discussion; e.g., "Speaking of ..." (Formal: ਹਾਂ, ਮੈਨੂੰ ਹੁਣੇ ਯਾਦ ਆ ਇਆ...; Informal: ਸੱਚ ਮੈਂ ਕ ਹਣਾ ਸੀ...)
- self-correct if errors lead to misunderstandings; e.g., "What I mean to say is ..." (Formal: ਮੇਰੇ ਕ ਹਣ ਦਾ ਮਤਲਬ ਹੈ...; Informal: ਮੈਂ ਕ ਹਣਾ ਇਹ ਸੀ ...)

Interpretive Language Use Strategies

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive Language Use Strategies

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts

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- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive General Learning Strategies

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests

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- ☐ manage own physical working environment
- ☐ keep a learning journal, such as a diary or a log
- ☐ develop criteria for evaluating own work
- ☐ work with others to monitor own learning
- ☐ take responsibility for planning, monitoring and evaluating own learning experiences

Social/Affective General Learning Strategies

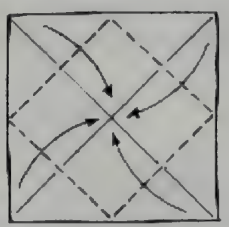
- ☐ watch others' actions and copy them
- ☐ seek help from others
- ☐ follow own natural curiosity and intrinsic motivation to learn
- ☐ participate in cooperative group learning tasks
- ☐ choose learning activities that enhance understanding and enjoyment
- ☐ be encouraged to try, even though mistakes might be made
- ☐ take part in group decision-making processes
- ☐ use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- ☐ take part in group problem-solving processes
- ☐ use self-talk to feel competent to do the task
- ☐ be willing to take risks and try unfamiliar tasks and approaches
- ☐ monitor own level of anxiety about learning tasks and take measures to lower it if necessary; e.g., deep breathing, laughter
- ☐ use social interaction skills to enhance group learning activities

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Origami Finger Game Folding Directions



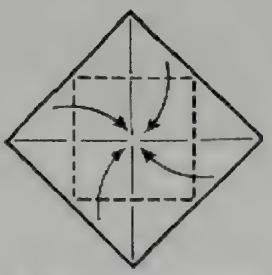
1. Fold color side down on both diagonals. Unfold



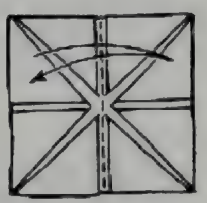
2. Fold all four corners to center



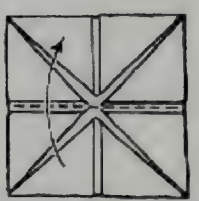
3. Turn paper over



4. Again, fold all corners to center



5. Fold paper in half and unfold



6. Fold in half from top to bottom. Do not unfold.



7. Slide thumbs and forefingers under the squares and move the Origami Finger Game back and forth to play.

Reproduced with permission from Yasutomo and Company, "Fortune Teller," *Yasutomo Projects & Ideas*, 2006, http://www.yasutomo.com/project/fortuneteller.html (Accessed May 30, 2007).

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Appendix E: Assessment Blackline Masters

Self-assessment Checklist E–2

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Peer-assessment Checklist E–6

Self-assessment Checklist and Goal Setting E–8

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Rubric E–26

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Self-assessment Checklist

ਨਾਮ:	ਲੋ ਏਸ	ਗ੍ਰੇਡ:	੬	ਤਾਰੀਕ:	ਅਪ੍ਰੈਲ ੨

ਮੈਂ...	ਹਾਂ ਜੀ	ਅਜੇ ਨਹੀਂ
talk about how Punjabi and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Punjabi and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

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Self-assessment Checklist

ਨਾਮ:	ਗ੍ਰੇਡ:	ਤਾਰੀਕ:

ਮੈਂ...	ਹਾਂ ਜੀ	ਅਜੇ ਨਹੀਂ

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Self-assessment Rating Scale

ਨਾਮ:	ਸੋਫ਼ੀਆ	ਗ੍ਰੇਡ:	੫	ਤਾਰੀਕ:	ਅਪ੍ਰੈਲ 22

ਮੈਂ ਦਸ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ...

	ਕਦੀ ਨਹੀਂ	ਕਦੀ ਕਦੀ	ਆਮ ਤੌਰ ਤੇ	ਹਮੇਸ਼ਾਂ
• tell someone I'm happy			◉	
• tell someone I'm sad			◉	
• tell someone I'm angry			◉	
• tell someone I'm tired			◉	
• show someone I'm surprised		◉		
• _____				
• _____				
• _____				

Note: All criteria in this sample address outcome A–2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

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Self-assessment Rating Scale

ਨਾਮ:	ਗ੍ਰੇਡ:	ਤਾਰੀਕ:

ਮੈਂ ਦੱਸ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ...	ਕਦੀ ਨਹੀਂ	ਕਦੀ ਕਦੀ	ਆਮ ਤੌਰ ਤੇ	ਹਮੇਸ਼ਾਂ
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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Peer-assessment Checklist

ਨਾਮ:	ਨਕੋਲ	ਗ੍ਰੇਡ:	੬	ਤਾਰੀਕ:	ਫ਼ਰਵਰੀ ੧੪
ਸਹਿਪਾਠੀ ਦਾ ਨਾਮ:	ਹਰਜਸ	ਕਰਮ:	ਨਾਮ ਤੇ ਕ ਵਤਾ ਲਖਣੀ		

ਮੇਰਾ/ਮੇਰੀ ਸਹਿਪਾਠੀ ...	ਹਾਂ ਜੀ!	ਅਜੇ ਨਹੀਂ...
write a descriptive word in Punjabi for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls to find words to use	✓	
use a dictionary to check the spelling of the words used		✓
draw pictures that match the descriptive words used	✓	

ਤਹਾਡੇ ਕੰਮ ਬਾਰੇ ਜੋ ਮੈਨੂੰ ਸਭ ਤੋਂ ਚੰਗਾ ਲਗਾ ਹੈ ਉਹ ਏਹ ਹੈ ਕ: you picked really good Punjabi words to describe yourself—some of them were from our new vocabulary list.

ਏਸਨੂੰ ਹੋਰ ਚੰਗਾ ਬਨਾਉਣ ਲਈ ਏਕ ਸੁਝਾਓ ਏਹ ਹੈ ਕ: check your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our Learning Logs so they might be there.

Note: This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments should be constructive and specific.

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Peer-assessment Checklist

ਨਾਮ:	ਗ੍ਰੇਡ:	ਤਾਰੀਕ:
ਸਹਿਪਾਠੀ ਦਾ ਨਾਮ:	ਕਰਮ:	

ਮੇਰਾ/ਮੇਰੀ ਸਹਿਪਾਠੀ ...	ਹਾਂ ਜੀ!	ਅਜੇ ਨਹੀਂ...

ਤਹਾਡੇ ਕੰਮ ਬਾਰੇ ਜੋ ਮੈਨੂੰ ਸਭ ਤੋਂ ਚੰਗਾ ਲਗਾ ਹੈ ਉਹ ਏਹ ਹੈ ਕ: _____

_____

_____

ਏਸਨੂੰ ਹੋਰ ਚੰਗਾ ਬਨਾਉਣ ਲਈ ਏਕ ਸੁਝਾਓ ਏਹ ਹੈ ਕ: _____

_____

_____

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Self-assessment Checklist and Goal Setting

ਨਾਮ: ਤਾਹ	ਗ੍ਰੇਡ: ੪	ਤਾਰੀਕ: ਫ਼ਰਵਰੀ ੧

ਮੈਂ ...	ਹਾਂ ਜੀ!	ਅਜੇ ਨਹੀਂ	ਇਸਤੋਂ ਅਗਲਾ ਕੰਮ ਮੈਂ ਕੀ ਕਰਨਾ ਹੈ?
say hello and goodbye	✓		Say hello and goodbye in Punjabi to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my learning log.
sing Happy Birthday		✓	Sing Happy Birthday to my Grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

Note: This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

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Self-assessment Checklist and Goal Setting

ਨਾਮ:	ਗ੍ਰੇਡ:	ਤਾਰੀਕ:

ਮੈਂ ...	ਹਾਂ ਜੀ!	ਅਜੇ ਨਹੀਂ	ਇਸਤੋਂ ਅਗਲਾ ਕੰਮ ਮੈਂ ਕੀ ਕਰਨਾ ਹੈ?

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Long-term Goal Setting

ਨਾਮ:	Douglas	ਗ੍ਰੇਡ:	੪	ਤਾਰੀਕ:	ਫ਼ਰਵਰੀ ੧

Goal 1:

By the end of this term, I would like to: know how to ask for directions in Punjabi.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal 2:

By the end of this term, I would like to: learn more about what it's like to live in India.

To achieve this goal, I will: research India on the Internet and ask my neighbour, Mrs. Panwar, what it's like to live there.

My teacher can help me by: bringing in books and pictures of India and, maybe, showing a movie.

My parents can help me by: buying me a book on India for my birthday and taking me to India on vacation!

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

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Long-term Goal Setting

ਨਾਮ:	ਗ੍ਰੇਡ:	ਤਾਰੀਕ:

Goal 1:

By the end of this term, I would like to: _____

_____

To achieve this goal, I will: _____

_____

_____

My teacher can help me: _____

_____

My parents can help me by: _____

_____

Goal 2:

By the end of this term, I would like to: _____

_____

To achieve this goal, I will: _____

_____

_____

My teacher can help me by: _____

_____

My parents can help me by: _____

_____

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Anecdotal Notes

Student Name	Date	Activity	Outcome (Grade 4)	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC–2.1a understand simple spoken sentences in guided situations		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Simon Says	LC–2.1a understand simple spoken sentences in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	A–3.3a manage turn-taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	A–3.3a manage turn-taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	A–3.3a manage turn-taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	A–3.3a manage turn-taking	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocab review	LC–1.3a use a repertoire of words and phrases within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

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Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

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Observation Checklist

Student	Date	Activity	Outcome (Grade 4)	Student demonstrates that he or she has met the outcome.
Leesa	Sept. 23	Singing traditional Punjabi songs	A–6.1a use the language for fun	(Yes) Not Yet
Marc	Sept. 23	Singing traditional Punjabi songs	A–6.1a use the language for fun	(Yes) Not Yet
Andreas	Sept. 23	Singing traditional Punjabi songs	A–6.1a use the language for fun	Yes (Not Yet)
Sema	Oct. 1	Singing the alphabet song	LC–1.2a name the letters of the Punjabi alphabet	Yes (Not Yet)
Jack	Oct. 1	Singing the alphabet song	LC–1.2a name the letters of the Punjabi alphabet	(Yes) Not Yet
Ali	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the Punjabi alphabet	(Yes) Not Yet
Maya	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the Punjabi alphabet	(Yes) Not Yet
Philip	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the Punjabi alphabet	(Yes) Not Yet
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	LC–1.2a name the letters of the Punjabi alphabet	(Yes) Not Yet
Satinder	Oct. 27	Creating a personal dictionary organized by the alphabet	LC–1.2a name the letters of the Punjabi alphabet	(Yes) Not Yet

Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

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Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not yet

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Checklist and Comments 1

ਗ੍ਰੇਡ: 4	ਤਾਰੀਕ: May 3	ਜੁੰਮੇਵਾਰੀ: Individual Q and A

Specific Outcome: S–2.3a use simple productive strategies, with guidance

Student Names	Has met the outcome Yes	Not Yet
• Harjinder	☑	☐
• Sadhu	☑	☐
• Kevin	☑	☐
• Marissa	☐	☑
• Esther	☐	☑
• Abe	☑	☐
• Elise	☐	☑
• Sema	☑	☐
• Benjamin	☑	☐
• Satinder	☑	☐
• Franco	☑	☐
• Joseph	☑	☐

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Punjabi; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

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Checklist and Comments 1

ਗ੍ਰੇਡ:	ਤਾਰੀਕ:	ਜ਼ੁੰਮੇਵਾਰੀ:

Specific Outcome: _____

_____

Student Names:	**Has met the outcome: Yes**	**Not Yet**
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Notes for future planning: _____

_____

_____

_____

_____

_____

_____

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Checklist and Comments 2

ਗ੍ਰੇਡ:	4	ਤਾਰੀਕ:	October 5	ਜ਼ੁੰਮੇਵਾਰੀ:	Telephone conversations (invitations)

Specific Outcome(s): A–3.2a respond to offers, invitations and instructions; LC–1.1a pronounce some simple words and phrases comprehensibly, b. LC–1.1b recognize intonation to express meaning; LC–1.3a use a range of words and phrases in familiar contexts

Sadhu **can:**
(Student name)

	Yes	Not Yet
• invite a friend to do something	☑	☐
• accept and reject an invitation	☑	☐
• pronounce words comprehensibly	☑	☐
• use intonation to express inquiry	☐	☑
• use appropriate vocabulary related to hobbies and invitations	☑	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

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Checklist and Comments 2

ਗ੍ਰੇਡ:	ਤਾਰੀਕ:	ਜੁੰਮੇਵਾਰੀ:

Specific Outcome(s): _____

_____

_____

_____ **can:**
(Student name)

	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: _____

_____

_____

_____

Could improve: _____

_____

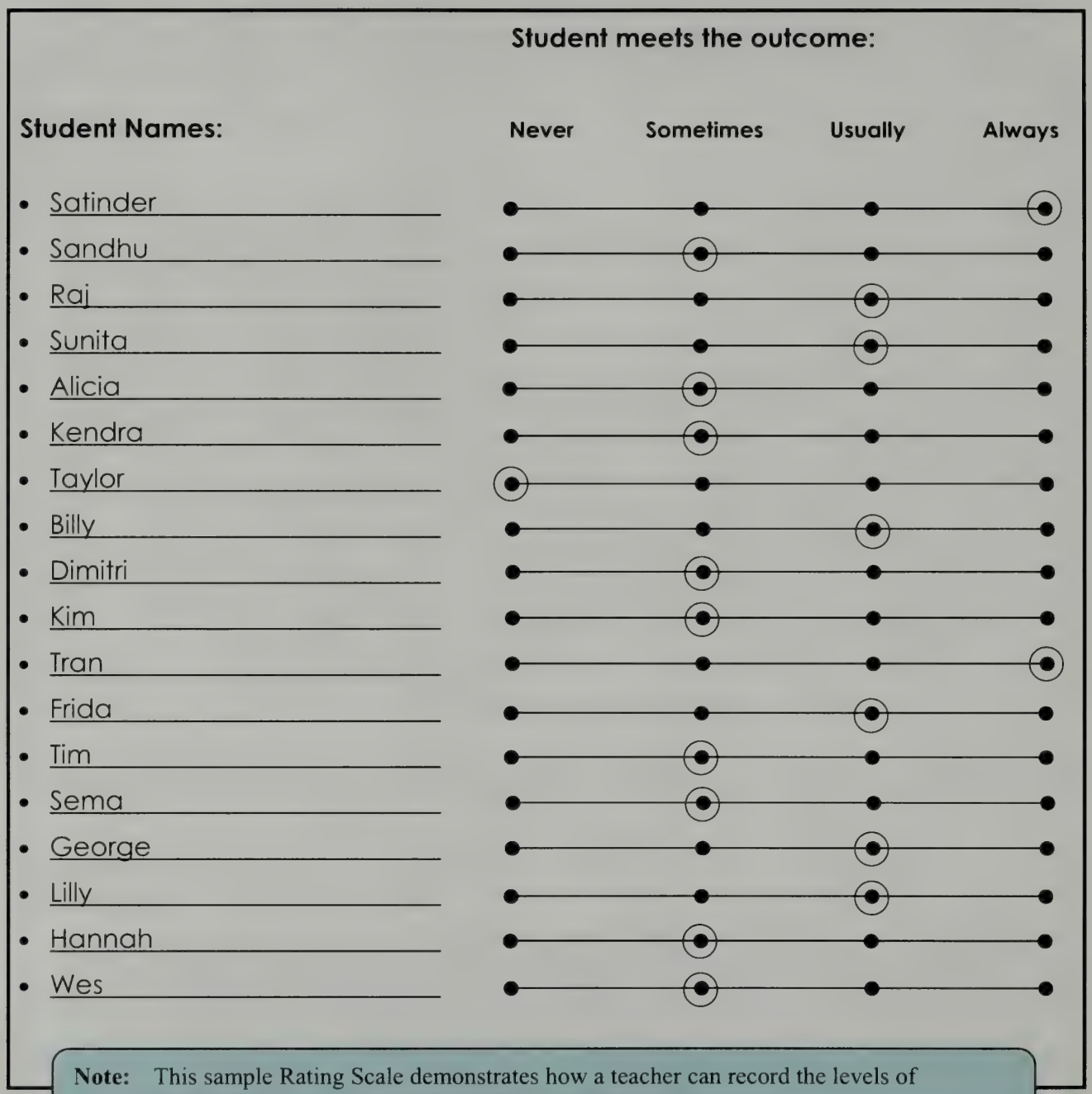
_____

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Rating Scale 1

Grade: 4	Date: March 10	Activity: Group classroom scavenger hunt

Specific Outcome: A–3.3b encourage other group members to participate



Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students based on a particular outcome.

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Rating Scale 1

ਗ੍ਰੇਡ:	ਤਾਰੀਕ:	ਜ਼ੁੰਮੇਵਾਰੀ:

Specific Outcome: _____

_____

_____

	Student meets the outcome:			
Student Names:	**Never**	**Sometimes**	**Usually**	**Always**
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				

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Rating Scale 2

Grade: 4	Date: November 12	Activity: Unit: My Family

Specific Outcome(s): A–1.1a share basic information, A–1.1b identify key people, places and things in the immediate environment; LC–1.2b write their own name and some words; LC–1.3a use a range of words and phrases in familiar contexts; LC–3.2a produce simple written words in guided situations; S–2.3a use simple productive strategies, with guidance

Student Name: Tania

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her family		◉		
• identified the people in his or her family correctly			◉	
• used words relevant to the family correctly		◉		
• wrote words and phrases clearly and correctly		◉		
• used a dictionary to find new words related to the family	◉			
• used illustrations to provide relevant details about his or her family			◉	
• _____				
_____				
• _____				
_____				

Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student's performance as it relates to learning outcomes.

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Rating Scale 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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Rating Scale 3

ਗ੍ਰੇਡ:	4	ਤਾਰੀਕ:	March 10	ਜ਼ੁੰਮੇਵਾਰੀ:	Reading out some familiar words

Specific Outcome(s): LC–1.1a Pronounce some simple words and phrases comprehensively (Language Competence/phonology)

Levels of performance and corresponding criteria:

★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors

★★★ Demonstrated **good** pronunciation on almost all words—a **few** errors

★★ Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible

★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Saresh	★★★★		★★★★
Sema	★★★★		★★★★
Crystal	★★★★		★★★★
Dakota	★★★★		★★★★
Ellen	★★★★		★★★★
Troy	★★★★		★★★★
Jonathan	★★★★		★★★★
Sam	★★★★		★★★★
Jim	★★★★		★★★★
Sal	★★★★		★★★★
Rebecca	★★★★		★★★★
Steven	★★★★		★★★★
Janice	★★★★		★★★★
Tran	★★★★		★★★★
Polly	★★★★		★★★★

Note: This rating scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

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Rating Scale 3

ਗ੍ਰੇਡ:	4	ਤਾਰੀਕ:	March 10	ਜੁੰਮੇਵਾਰੀ:	Reading out some familiar words

Specific Outcome(s): _____

_____

_____

Levels of performance and corresponding criteria:

★★★★ _____

★★★ _____

★★ _____

★ _____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

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Rubric (Grade 4)

Name: Jeanne	**Date:** October 17	**Activity:** Conversation—making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A–3.2b	**Consistently** asks or offers to do something.	**Frequently** asks or offers to do something. The **occasional** error does not interrupt the message.	**Sometimes** asks or offers to do something; however, the message is **unclear**.	**Rarely** asks or offers to do something. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

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Rubric

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

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Rubric and Checklist

Name: Ellen	**Date:** November 14	**Activity:** Telephone Conversation

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A–3.2b	**Consistently** asks or offers to do something.	**Frequently** asks or offers to do something. The **occasional** error does not interrupt the message.	**Sometimes** asks or offers to do something; however, the message is **unclear**.	**Rarely** asks or offers to do something. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the message is still understandable.	**Rarely** uses words related to making plans with a friend. The message is **difficult** to understand due to errors.

Work habits

- ☐ **worked independently**
- ☐ **worked with minimal assistance**
- ☐ **worked with some assistance**
- ☐ **required constant supervision and assistance**

Note: This Rubric demonstrates how one can perform Assessment of Learning and Assessment for Learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

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Rubric and Checklist

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

- ☐ worked independently
- ☐ worked with minimal assistance
- ☐ worked with some assistance
- ☐ required constant supervision and assistance

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